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WORLD LANGUAGES IN THE PUBLIC SCHOOLS: AN EXAMINATION OF MASSACHUSETTS' NEW WORLD LANGUAGES CURRICULUM AT WORK

A Dissertation Presented

by

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ABSTRACT

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The 1993 Massachusetts Education Reform Act promotes the reorganization of curricula in several disciplines. This study examines World Languages curricula in selected Massachusetts school systems and ways in which schools are implementing change in that discipline. The research contributes to the literature available for educators and planners, informing them of the challenging and changing goals of state language curricula and of ways that educators in local communities are planning revisions.

Data collection methods included surveys of World Languages program administrators and interviews of individuals who plan and operate the programs. Written surveys and individual interviews contribute to explanations of the fundamental organization of World Languages programs and the practices schools are using to reform them. Three communities in central Massachusetts with similar socio-economic status and demographic characteristics were the focus of the study. The participating communities have large percentages of Hispanic students, pupils who cannot perform

ordinary classwork in English, and learners whose first language is not English.

Results from the study show that the communities share similar problems in developing K-12 World Languages programs. Low funding, a need for technology, the shortage of qualified and certified instructors, insufficient training for practicing teachers, and inadequate program coordination and support were the primary deterrents to the expansion of programs. Despite the hindrances facing the school systems, educators have updated their curricula in several ways in order to prepare students for active involvement in their community. Teachers in the selected school districts realize the importance of helping students achieve a greater understanding of others and improve their second language proficiency to help them live and work with others in increasingly diverse communities.

Schools need several more years to fulfill the goal of offering every student continuous K-12 second language study. Most schools in Massachusetts lack elementary World Languages programs, and despite the high numbers of native language speakers of the target languages taught in schools, not all systems fully view them as a resource. Most World Languages departments do not collaborate with Bilingual or English as a Second Language programs, offer courses designed for native speakers, or have procedures for properly placing these students in existing courses. The most effective strategies used by schools to improve programs are ones that encourage stronger community support and involvement and those that promote greater program organization.

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CHAPTER 1

INTRODUCTION

Background and Statement of Problem

Massachusetts passed the Education Reform Act in June of 1993 in an attempt to make the state's schools rethink their curriculum and become more effective. The goal of the reform is to improve the quality of education in the state by ensuring that schools acknowledge changing political, social, and economic conditions. Its aims are

> ...to provide a public education system of sufficient quality to extend to all children the opportunity to reach their full potential and to lead lives as participants in the political and social life of the Commonwealth and as contributors to its economy (Massachusetts Department of Education [MDOE], Common Chapters, 1995, p. VI)

The law affirms that all students should be afforded opportunities for maximum growth and development. In response to the perceived failures and needs schools have had in recent years, Massachusetts legislated the Act to create statewide educational standards. As a result of the legislation, the Commonwealth developed four core areas of expectations:

1. Standards for what all students should know and be able to do;
2. Standards for what the state and each municipality should contribute to each school and district;
3. Standards to evaluate school performance; and
4. Standards for the professional performance of teachers and administrators (MDOE, 1994a, p. 3).

The goals are extensive and promote widespread change, and they are expected to have a strong effect on schools. Because of the complexity of the reform act, the Board of Education appointed a task force to oversee its implementation process. A timeline developed by the state for the introduction and implementation of new educational standards received approval in the fall of 1993. According to the schedule, as the year 2000 approaches, the state intends to realize the goals of the legislation. The task force identified fifty-four distinct activities to achieve the objectives and grouped them into five "strategic goals" which are to:

1. establish new standards and programs for students that ensure high achievement;
2. administer a fair and equitable system of school finance;
3. work with school districts to create a governance structure that encourages innovation and accountability;
4. enhance the quality and accountability of all educational personnel; and
5. improve the Department of Education's capacity and effectiveness in implementing educational reform (MDOE, 1994a, p. 3).

Each strategic goal is detailed in the approved implementation plan and highlights the aims of the entire measure.

As part of the plan, the Board of Education has developed seven curriculum frameworks in order to outline the individual standards within each discipline. The World Languages content chapter, "Making Connections," focuses on the teaching of languages. The chapter replaces the traditional use of "foreign languages" with the term *World Languages* as a way to indicate languages studied in

school that are widely spoken in students' communities and the world. The curriculum chapter contends that second language acquisition can be more effective when students are able to make meaningful associations with the new language. The World Languages curriculum framework also establishes several guiding principles to help students relate classroom lessons to their own lives. Among the curriculum's principles are:

1. the World Languages discipline is an essential part of all students' education;
2. all students should be able to read, write, and converse in at least one language in addition to English;
3. World Languages programs should start in Kindergarten and continue uninterrupted through grade twelve and beyond;
4. the primary goal of a World Languages program is communicative proficiency;
5. World Languages programs should reflect the developmental nature of language acquisition;
6. World Languages programs should integrate studying and experiencing the culture(s) in which a world language is used;
7. the World Languages discipline connects with all the other disciplines;
8. the learner is at the center of effective World Languages instruction (MDOE, 1996c, p. 2).

The framework places importance on enabling students to better understand the language and culture of people from diverse backgrounds. It promotes connections that can be made through the study of language and culture, the recognition of the diversity of peoples in the state and nation, and between the present and the past. The framework stresses that educators must teach lessons

with relevant connections and asserts that when the connections are pertinent and clearly linked to their lives, students will learn more about others and themselves.

Although language teaching in Massachusetts has been a part of students' education since the 1600s, it has gone through many changes. The public's perception of the need for foreign language education has changed and languages have not always had a dominant role in the curriculum. Access to foreign language education for all students and approaches used in language instruction also have varied from period to period. The World Languages framework acknowledges that in the 1600s the common languages found in the schools were Latin and Greek and that students came from the privileged classes (MDOE, 1996c). In the 1700s, schools offered modern languages, but still mainly for the privileged. In the 1800s, as the country began to industrialize, an isolationist attitude caused many to feel that languages were not essential in schools. However in the 20th century, greater interest about languages developed largely as a result of the World Wars and the Cold War.

In recent years, research has shown language attainment benefits that learners can achieve from beginning language study at an early age (Collier, 1987-1988; Lipton, 1995; Larsen-Freeman & Long, 1994) and some schools have developed programs at the elementary school level. Child language starters seem to achieve native-like second language abilities (Larsen-Freeman & Long, 1994). However difficulties in finding elementary language teachers, allocating time in the school day, and low funding for programs have hindered language study and often delayed it until the

secondary school years. Most school districts in Massachusetts that have language programs do not offer languages to students until the middle or high school level (MDOE, 1994b). One goal of the World Languages curriculum is to change this situation so that second languages can be taught in schools to learners at every age.

On the brink of the 21st century, the Massachusetts World Languages framework is helping educators again question the direction that they are following in second language education. The framework places a greater emphasis on language learning as a core academic area. It outlines the learning of a World Language leading to a level of proficiency at which the speaker is able to effectively use a second language to purposefully communicate in a culturally meaningful context. The framework advises that work begin in kindergarten and continue through grade twelve so that a high level of proficiency can be attained.

The guiding principles of the World Languages curriculum framework present a challenge for schools as they plan a curriculum of this magnitude. Experienced language educators have a duty to design effective programs that offer students maximum potential for second language development. Not all districts had previously offered languages to every student. Language programs that often have been predominantly for older or a select group of students now can involve a larger, more heterogeneous group of learners. The new curriculum stresses the importance of World Languages as "an essential part of all students' education" (MDOE, 1996c, p.2). To achieve this goal, the quality of existing programs must improve so that all students can become multiskilled in order to read, write,

and converse in the World Languages they study. Instructors can help students develop proficiency by creating lessons that match their developmental level of acquisition. Teachers can show how culture is an essential element of language learning and that World Languages are interdisciplinary subjects.

Reforming programs so that schools reach the goals of the World Languages curriculum framework can be complicated. An examination of the ways several Massachusetts school systems are developing World Languages programs in order to achieve the goals of the World Languages framework may be useful to planners in other districts and states who are examining their own curriculum.

Purpose of the Study

This study examines the current state of World Languages programs in three Massachusetts school systems in areas of the state that the Massachusetts Department of Education classifies as "urbanized centers." The study analyzes current efforts to develop curricula in the selected urban World Languages programs, and problems and obstacles that are getting in the way of its implementation. The study will provide educators and school systems with information and models to help them devise strategies they can use to reach the goals of the Massachusetts World Languages curriculum.

The Massachusetts 1993 Education Reform Act led to the creation of the World Languages framework, one of seven curriculum content frameworks that outline standards for students' educational goals in each discipline. With the aid of involved citizens and

educators, the Massachusetts Department of Education has developed curriculum frameworks to provide guidance to schools so that they will have the necessary support to hold high academic standards and ensure that their students reach their fullest potential. The World Languages curriculum framework encourages learning that begins in kindergarten and continues uninterrupted through grade twelve and beyond (MDOE, 1996c). Guiding principles such as this one in the framework generate questions for school systems implementing interdisciplinary and developmentally appropriate curricula for all students. A study of World Languages programs in several school systems and the methods those systems are using to integrate new World Languages standards and principles may help answer their current concerns.

The study focuses on the following three research questions in order to discover if and how schools are beginning to change World Languages curricula:

1. What is the history and current organization of World languages curriculum in local schools?
2. What fundamental decisions and plans are curriculum organizers in those districts making for World Languages Programs?
3. What are the effects of their revisions?

Answers to each of these questions provide information that can help decision makers in other communities re-evaluate and reform language programming. An understanding of each community, its school system organization and composition, and local World Languages curriculum may provide greater insight concerning motivations for curriculum revision.

Responses to the first research question supply information about language programs including descriptions of their size, the World Languages taught in schools, levels of programming, availability of elementary language education, interdisciplinary connections, and special language programs. An understanding of staffing, resources, facilities, equipment, and community involvement can support the rationale for eventual curriculum decisions in those communities. A profile of participating communities including demographics, educational achievement levels, and ethnic and linguistic composition may explain characteristics of the local community that have motivated curriculum planners to make specific programming changes. Surveys of World Languages programs in selected Massachusetts communities, census data, and information from other professional resources and organizations provide basic information about each community's language program. The Massachusetts Department of Education, for example, publishes school profiles for the cities and towns in the state. The Department of Education annually conducts its own census in order to prepare current statistics about each community's student population.

The second research question examines the fundamental plans and decisions, if any, that selected school districts in urbanized areas are making to adopt the new language standards. What are the prevalent and essential considerations of planners? How are World Languages departments altering curriculum to encourage greater second language proficiency? Who are the active participants in the planning process? How do students, parents, teachers,

administrators, and other community members contribute to planning language programs? How much time is needed to develop and fully implement new plans? What results are expected from the changes? What personnel and support needs do changes create? How does the curriculum affect the staff and what kinds of inservice training can prepare personnel for changes? Answers to these and other planning questions come from interviews with study participants who are connected with the design and organization of new curriculum.

The final research question examines the effects that newly enacted plans are having. Although participating communities have not completed the integration of new curriculum standards and principles, the steps they have taken have produced results that may have meaningful implications for school systems in similar circumstances. The language teaching approaches schools are adopting, the methods they are using to initiate curriculum modifications, and the results that those changes have had on students' academics and on their second language ability may provide valuable lessons for other districts. Information about practical programming innovations in districts as well as local concerns and difficulties in adapting curricula can provide guidance and advice for other schools.

Research in these three areas can contribute to the creation of curricula that are responsive to the community, practical to coordinate, and equitable, engaging, and empowering for learners. Providing school leaders with access to research data is a necessary element of school reform (Lipsitz, Mizell, Jackson, & Austin, 1997).

Sharing and examining research findings enables decision-makers to verify the impact of current practice and inspires them to select methods that promote noticeable progress and foster students' academic achievement. A thorough description of the programs, curriculum reform measures, and the difficulties communities have in meeting new statewide objectives may allow other systems to benefit from the examples and help them draw comparisons to their own systems. The examination of local World Languages programming may also reveal how curriculum changes may be failing to meet the standards in the state World Languages curriculum framework. As a result, the study may be useful in establishing and supporting K-12 World Languages programs in other districts.

Definition of the Terms

The following terms used in the study are clarified below:

As a result of the Education reform Act of 1993 a commission established by the Board of Education worked closely with the public to develop the *Common Core of Learning*, a document containing the fundamental goals of public education for the state. As a subsequent stage in planning, concerned citizens and educators also developed seven ***curriculum frameworks*** based upon the Common Core in order to outline the aims for teaching and learning in each of the disciplines. The frameworks outline the content standards illustrating details of what students should learn at different schooling levels. The frameworks articulate the essentials in each academic area for districts to use in structuring learning (MDOE, 1995).

Drafters of the curriculum framework on foreign languages use *World Languages* as the name for the discipline of language study, hoping to reflect the curriculum's philosophy and reveal its endeavor to keep pace with society's rapid changes. The curriculum suggests using the term to refer to those languages that are taught and learned in Massachusetts schools (MDOE, 1996c). In place of the traditional "foreign languages" name for the discipline, the curriculum drafters consider the term World Languages to be more appropriate for the discipline. The new term is comprehensive, includes the study of ancient languages and cultures such as Latin, and refers to the spoken, written, and signed languages of our current multilingual society. The title recognizes the value of the many languages spoken in other countries, as well as among the growing number of foreign-born residents in Massachusetts.

The World Languages curriculum features several descriptions for educators to use as they redesign curricula. The framework defines *proficiency* as the ability to use language for purposeful communication and emphasizes active communicative experiences in addition to traditional grammar practice, memorization, and translation to achieve high abilities (MDOE 1996c, p. 1). A proficient student has skills in listening, speaking, reading, and writing the language and programs must structure levels by proficiency rather than by grade to help students develop those skills (MDOE, 1996c, p. 18).

The curriculum differentiates *four stages of proficiency* and students' abilities achieved in each one. At the end of *Stage 1 (pre K-4 Sequence)* students are able to use selected words,

phrases, and expressions with no major repeated patterns of error. *Stage 2 (pre K-8 Sequence)* prepares students to use sentences, recombine words and expressions, and form strings of sentences with errors only proportionate to the complexity of the communicative task. By the end of *Stage 3 (pre K-10 sequence)* students use paragraphs with errors proportionate to the communicative task. At the end of *Stage 4 (pre K-12 Sequence)* students have the ability to write in paragraphs and essays with errors that don't interfere with meaning (MDOE 1996).

The curriculum describes four *strands,* or elements, that are necessary in the K-12 curriculum sequence. The strand of *communicating* highlights topics about which students at each level have abilities to converse, read, write, listen, watch, and present. The strand of *culture* shows elements of culture with which students become more familiar. The *connecting* strand indicates how learners can link World Languages with other disciplines and the *participating* strand illustrates how students can use languages in their communities (MDOE 1996).

Students whose primary or *first language (L1)* is not English often use their native language at home with their families, in their communities, and with their friends. Many of these students are bilingual and able to speak English as their *second language (L2)* . Although they often speak both English and their L1 well, they are often classified as *limited English proficient* (LEP) in government studies and other official reports. In place of that designation for the students, *language minority students* (LMS) more accurately describes students of that group, is less

misleading, and doesn't represent a limitation (Arías & Casanova, 1993).

Foreign Language in the Elementary School (FLES) is a term used to refer to all types of foreign language study in the elementary and middle schools. *Sequential FLES* introduces students to language for two or more years. *FLEX (Foreign Language Exploration)* is an exploratory program of language study that introduces students to one or more foreign languages and cultures, teaching them about the language and culture rather than focusing on deep foreign language skills. It is a program that develops students' interest in the language and culture for future study. *Immersion* is a FLES program that uses instruction in the target language throughout the school day to teach various subjects in the elementary school curriculum (Lipton, 1995).

Bilingual education is a language program that enables students to continue the development of their native language while acquiring a second language (L2) and learning subject matter through both languages. The goal of the program is to enable students to become proficiently bilingual (California State Department of Education, 1982).

English as a Second Language (ESL) is a broad term given to language programs designed to teach English to speakers of other languages. ESL study is a necessary part of non-English-speaking students' school day as a way to foster acquisition of English, especially as part of a bilingual program. ESL study can accompany work in regular English monolingual courses. ESL-only programs may be more practical than other bilingual programs in schools with

smaller numbers of LEP students or when students come from a variety of language backgrounds (Ovando & Collier, 1997).

Significance of the Study

The study may offer guidance to educators in Massachusetts who are planning and implementing the new language curriculum. It provides them with descriptions of language programs, successful ideas, and alternatives to use as they design programs. The options available to them come from a study and survey of the plans that three Massachusetts communities are employing and choices they are making as they develop their language programs. Research describing second language acquisition and teaching methodology provides additional guidance and helps define ways to improve instruction. The research also generates data that indicate the difficulties some schools have in reaching the curriculum's objectives or the lack of effort in adopting curriculum changes. As a result, and along with existing resources in the World Languages framework, the study may help school systems reach the high proficiency goals and standards of the state curriculum.

A 1990 report emphasized the changing language backgrounds of students in the United States and related that between 1980 and 1990 alone the estimated foreign-born population in Massachusetts had increased 38.9% (Arías & Casanova, 1993). The 1990 U.S. Census reported that in Massachusetts, 15.25% (143,528) of children aged five to seventeen years were speaking a language other than English at home (1990 U.S. Census). Schools in Massachusetts must acknowledge the shifting racial and linguistic composition of the

student-aged population. This study may be significant for educators because it presents ideas about implementing a language curriculum that enables students to become proficient and use a second language to function in their linguistically and culturally rich communities.

Expanding the existing World Languages programs and creating new ones will be a challenge for even those school systems with language programs in place. A report of Massachusetts foreign language programs during the 1993-1994 school year indicated that 14.8% of the state school districts did not have any foreign language program (MDOE, 1994b). Of the 85.2% of the school districts that responded to the study's survey, 7.9% of the elementary, 70.1% of the middle, and 95.8% of the high schools offered foreign language programs. Fewer than 4% of PreK-3 to grade 4 students were learning a World Language. The 1994 report showed that over 90% of grade 11 learners studied a foreign language; however that was the highest percentage of students among all the grades. The number of World Languages students in grade 12 that year dropped off considerably to 48% (MDOE, 1994b, p. 3). A noticeable inconsistency of study and low percentile of programs offered at the middle and elementary levels currently make it difficult for learners to reach the goals of the framework's language proficiency stages. The statistics illustrate weaknesses in curricula and indicate the potential significance of studies such as this that signal impediments to curriculum reform and provide systems with information about ways to strengthen and offer a more continuous program of study for students.

Although the new framework details the composition of the World Languages curriculum, it only briefly suggests how educators should implement the standards in programs that are not yet K-12. It recognizes that its

> ... learning standards for World Languages depict a progression through the ideal program described in the Guiding Principles of this framework, namely a continuous sequence of study of one language from PreK through grade twelve and beyond. Until such programs are in place, districts can use these standards to set expectations for student learning in existing programs, while they build toward the kind of program envisioned in this framework (MDOE 1996, p. 33).

The framework describes the learning standards to implement in a K-12 curriculum. However, school systems that currently do not have language programs for students of all levels may be challenged to meet the new curriculum's expectations. Other systems will have to significantly change the scope and sequence of their programs. It is the hope of the Department of Education that the most recent framework will help schools use its standards to create programs and redesign goals while adapting the curriculum to meet their systems' needs during the transition. However, aside from the framework, school systems can benefit from information in studies such as this one that supplement the framework and provide additional data for decision-making.

Criticisms of the World Languages curriculum draft prompted the revisions incorporated into the current framework. For instance, in response to the request for greater help in designing programs, the newest version includes an appendix that outlines important considerations for planning curricula, such as deciding which

languages to offer. Decision-makers can use the suggestions in its appendix to help them through the planning stages. The guiding questions in the appendix can help schools take the first steps in organizing their curriculum. However, the framework alone may be unable to provide answers to questions that arise in every district since decisions are often based on the local characteristics in each community. Individual communities must design their own programs considering variables such as resources, personnel, planning time, and particular needs in the locality. As communities begin to develop language programs, they may benefit by finding additional guidance to help them plan. This study can be significant to them as a resource which offers further guidance and increases their policy-making capabilities.

The study may also be significant to educators in systems outside of Massachusetts. Planners in other states can use the information about Massachusetts language programs in comparisons with programs in other states in order to study curriculum changes. In addition, when data from local research studies such as this one are contrasted with information from other locations in the United States, a broader picture of curriculum trends across the country can emerge. For these reasons, the study may benefit educators both in Massachusetts and elsewhere.

Limitations of the Study

The study surveys and describes World Languages programs in local Massachusetts school systems in communities that the Massachusetts Department of Education classifies as "urbanized

centers" in its recent demographic and statistical reports. The department assigns the larger cities and towns in the state this status based on several factors and characterizes the communities as densely populated and culturally diverse (MDOE, 1986). Although the communities may be less affluent and more developed than other suburbs and smaller towns, they may already have taken measures and selected appropriate courses of action to deal with problems and questions that are now becoming common in schools in nearby communities. However, it would not be reasonable to say that the districts participating in the study represent all Massachusetts school systems or that every district is implementing changes in programming. Data may indicate that some school systems are unable or unwilling to fully integrate new World Languages curriculum standards because of the complications the changes may create.

Although the study focuses on a restricted number of systems in the state, a smaller carefully selected sample of districts might concentrate on similar concerns for schools in neighboring districts. The goal is to include descriptions of programs from school systems that are changing their curricula to meet their own needs and satisfy the goals of the state language framework. The scope, size, and the languages taught are examples of variables that differ in each system's plan. Detailed descriptions may help readers decide if the findings and alternatives can meet similar curricular needs elsewhere.

The study data primarily come from surveys and interviews. Information collected using these methods can be interpretative by

nature and can include researcher bias. However, by using both data collection methods, such bias may be controlled. Although not all individuals who make decisions about Massachusetts language programs were contacted, information combined from both surveys and interviews provided extensive data for the study. Descriptive research can assist policy-makers to examine the worth of the programs in order to make program revisions. The descriptive survey research can provide planners with immediate implications concerning ways to improve language curriculum.

Because results of the study will have greatest relevance to curriculum planners in the next few years, the study took place within a short time period. It was also necessary to conduct a large amount of the work during the school year when educational programs were in progress and when participants were available for interviews. Prompt and timely information will be most helpful for those who are able to use the results of the study, but in the future, a follow-up study that traces the long-term effects of current curriculum changes, includes a larger number of participants, and involves a greater amount of program examination, may be beneficial.

Summary

This chapter has introduced the goals of the Massachusetts World Languages reform in schools and the study's purpose of determining the impact that proposed World Languages changes are having on school systems in the Commonwealth. An examination of the reactions to the new World Languages framework in selected

urban schools may provide ideas for other communities that are considering to expand and improve language programs. Although the study does not include all Massachusetts school districts, it may suggest approaches for reform in other communities as it explores the advances and difficulties that schools have in adopting curricular change.

CHAPTER 2

REVIEW OF THE LITERATURE

The goals of the literature review are to examine important theoretical and methodological concepts that contribute to and are interrelated with the topic of the study. A review of relevant literature and a discussion and analysis of the research, theoretical frameworks, and their contributions provides background information and context for the study. Consequently, reviews of literature in three specific areas will be included. An examination of (1) curriculum reform, (2) multicultural curriculum theory, and (3) conditions affecting language learning are pertinent subjects for a study on the improvements in World Languages curriculum.

The reform of World Languages curriculum in Massachusetts has heightened interest among educators about ways to implement programs at different levels and has prompted questions about the types of second language programs that are age-appropriate, feasible, and effective in developing proficiency. Consequently, the first area of discussion focuses on education reform, which in Massachusetts is advocating second language learning as a part of public education for all students. The changing demographics are part of the discussion since growth and changes among the population have contributed to the greater necessity of second language learning and have influenced the reform effort.

The second review examines the role of multicultural curriculum theory in the adoption of a new World Languages curricular program. An examination of multicultural education may help educators evaluate and plan programs that are socially

equitable. The discussion may aid in the creation of a curriculum that carefully considers and values differences in native language, race, social class, gender, physical condition, national origin, and socio-economic status, among others. Programs that value each student will enable all learners to excel and fully participate in the activities of their school.

The subsequent review focuses on conditions that can affect learning another language in World Languages programs. An understanding of the various existing program models and techniques for foreign language instruction used in schools will provide curriculum planners and educators with a range of options to make instruction comprehensible for learners as they build a program to fit each communities' needs. The review examines features of language teaching approaches, attitudes toward learning another language, and the contributions native speakers can offer World Languages programs.

These three areas outline important considerations that are relevant to the creation of an improved World Languages program. Research and information from the literature reviewed supports the collection and analysis of data in the study so that the information is useful to educators. The literature review and the insights provided by the study can help policy-makers who are designing curriculum to successfully strengthen their World Languages programs.

Massachusetts Curriculum Reform

Curriculum consists of a number of dynamic interacting factors that are organized to support the learning process. Four reoccurring attributes are common in many theoretical designs of curriculum. Variations of curriculum models include *objectives* for learning, *learning opportunities* or experiences, an *organization* for the learning opportunities, and a way to *assess* whether the objectives have been accomplished. Based on these elements, Ralph Tyler (1949, p.1) proposed four fundamental questions that can assist the development of a curriculum and plan of instruction:

- What educational purposes should the school seek to attain?
- What educational experiences can be provided that are likely to attain these purposes?
- How can these educational experiences be effectively organized?
- How can we determine whether these purposes are being attained?

Improvement of the educational program and learning objectives involves continuous evaluation and reflection upon the curriculum. Constant assessment of society, learners, and the subject matter can provide evaluators with the data needed to reform the curriculum. Present demographic and educational trends, for example, can have a strong effect on World Languages curriculum reform. For example, attention to current conditions can help planners and educators adapt curriculum to continually challenge learners and encourage them to develop their abilities. One recent study of New England (Ureña, 1994) illustrates the changing size and ethnic composition of the area's work force. Massachusetts, as a

segment of the region, has a labor force that is becoming more ethnically diverse than ever. While minorities constituted approximately 12% of the work force in 1985 and close to 22% in 1994, projections estimate that this number will grow to approximately 30% by the year 2007 (Ureña, 1994). The same study reports that in the past twenty years, access to higher education in New England has grown although college completions have not improved at the same rate. The educational and demographic report has implications for curriculum developers because it recognizes the importance of post-secondary educational attainment, shifting demographic characteristics, and the possibility that New England soon will have a shortage of qualified workers.

Another study of Latino children in four public elementary schools in Boston found that damaging effects on future achievement can be traced to poor early schooling practices such as holding low expectations for students, segregating them and causing harmful stigmas, and disregarding or neglecting children's linguistic and cultural backgrounds:

> Little thought has gone into incorporating education about future careers or academic expectations about college attendance into the elementary school curriculum. It would seem appropriate to begin to instill dreams and visions early in children with respect to the possibilities for the future. This seems particularly important by the fifth grade. The lack of attention to assisting children in thinking constructively about their futures is of major concern, particularly for Latino students from low-income families (Darder & Upshur, 1993, p.141).

Schools in the region can work to contradict the prediction that Massachusetts will lack an educated and prepared work force by

developing curriculum that is sensitive to all learners, encourages them to continue their education, uses the language abilities that they already have, and helps them develop skills that are useful to them in the labor market. A World Languages curriculum has a part in helping learners extend their knowledge and abilities. As the composition of the work force changes, employers increasingly value second language abilities. Curriculum reform can respond to the rising prominence of second languages by fostering enhanced second language proficiency among students so that it will benefit them outside of school.

The incentive for greater career opportunities is only one advantage of early World Language learning. Reports from the College Entrance Examination Board of statistically higher scores on standardized SAT tests among students who averaged four or more years of language study and claims of improved school performance are also attributed to foreign language study (Marcos, 1996). Language study in itself may not be solely responsible for such beneficial outcomes; however the positive regard given to learning languages has called attention to study in the discipline. Greater notice of the importance of second language abilities is favorable but at the same time it is revealing inadequacies of current language teaching and learning in the United States.

Efforts similar to those that many professional organizations have made to study and improve World Languages curricula across the United States are being made by Massachusetts as well. The Center for Applied Linguistics (CAL) is a private non-profit organization that has been studying language and culture in the

United States since 1959. Citing that language teaching is at a critical stage nationwide and in response to the need for information about foreign language teaching patterns and trends, CAL began a three-year study of foreign language instruction in the United States in 1995. The goals of the project are to gain greater understanding of enrollment trends, languages and programs offered, teaching methodologies, and articulated sequences of classes. CAL is surveying a representative number of elementary and secondary schools to determine amounts of foreign language instruction, foreign language curricula, teacher qualifications and training, and major issues facing the field. The organization's survey is designed to produce necessary, comprehensive, and accurate information of nation- and statewide foreign language education (CAL, 1996). The Massachusetts' World Languages curriculum framework similarly stresses the need to improve language curricula in the state.

The endeavors of other national organizations also have affected the development of language curriculum and standards. In the early 1980s, the American Council on the Teaching of Foreign Languages (ACTFL), the Educational Testing Service (ETS), and the Federal Interagency Language Roundtable (FILR) began work on a proficiency scale for use among secondary and college-level foreign language students. In 1982 the group published a provisional scale and distributed it to language professionals for field testing. In 1986 the revised ACTFL Proficiency Guidelines were published, describing the proficiency associated with each of four levels: Novice, Intermediate, Advanced, and Superior (Stansfield, 1992). Goals 2000, another national initiative, outlines a core curriculum

that equates foreign language study with traditional subject areas such as science and math. The initiative creates standards for foreign language programs in kindergarten through grade twelve. The Massachusetts World Languages curriculum also describes four levels of proficiency and similarly establishes World Languages as one of the core academic subjects.

The Massachusetts Department of Education's efforts to survey language programs, create curriculum standards, and promote second language proficiency resembles the actions made by others nationwide. As a result of the Massachusetts Education Reform Act, the Massachusetts Department of Education collaborated with the Massachusetts Foreign Language Association (MaFLA) to conduct a survey of foreign language programs within the state (MDOE, 1994b). The purpose of the survey is to assist in the primary stages of developing the World Languages curriculum. The results of the survey showed severe deficiencies and inconsistencies among World Languages programs across the state. Although the report revealed inadequacies, it also signaled the first time the state had participated in collecting and analyzing data concerning World Languages programs. Of the 283 superintendents who received the survey, 251 (88.7%) responded to it. The high response rate indicated interest in the topic and a willingness to reorganize and enrich programs. The study was a beginning step in the improvement of a language curriculum that has developed ambitious goals.

The redesigned World Languages curriculum i s more thorough than any before and it relies on a longer sequence of instruction. A main change in the foreign language curriculum is a mission to

include all students from kindergarten through grade twelve in a program that has communicative competence as a goal. The program is proficiency-based and aims to foster students' abilities to use a second language for purposeful communication. The performance-based proficiency movement which has characterized recent foreign language reform in the United States receives extensive support:

> Anecdotal reports suggest that in middle school where a proficiency-based approach is used, a larger and more diverse population of students is experiencing success. In one school district where proficiency-based curriculum was introduced in the 1980s, enrollment of middle school students has climbed dramatically. In 1993, the National Council of State Supervisors of Foreign Languages adopted a position statement on foreign language programs. The appendix of the document advocates proficiency-oriented language instruction, calling proficiency-oriented goals and techniques and proficiency-based curricula, including content-based teaching (Met, 1996, p. 2).

Communicative competence gives students the ability to know what to say and how to vary language to fit various social situations (Freeman & Freeman, 1994). It extends beyond grammatical competence, that is, the capacity learners have for acquiring words and using grammatical rules to produce and comprehend language. Students will be able to use a second language to interact in purposeful real-life situations. Instruction designed at an appropriate level for elementary, middle, and secondary students will help them to authentically "...communicate using appropriate social language, gestures, or expressions...[and]...communicate in the culture of the language studied" (Galloway, 1993, p. 1).

The modification toward a proficiency approach for language instruction has implications for World Languages teaching methodology and course content. The wider range of learners' ages and the sequence of World Languages courses necessitate an alteration of the content and teaching methods. Teaching approaches and content must reflect the developmental nature of the learners. An example of the great extent of necessary instructional changes is evident in the middle school. Middle school foreign language classes, in which many learners traditionally begin the study of a second language, will eventually serve students who already have picked up the essentials of a second language for several years in elementary school. The content of new courses will need to catch up to learners' language acquisition levels to continue to challenge them and teachers will need to be adequately skilled and prepared to meet their needs. At the same time, instruction must match the middle school philosophy, which is interdisciplinary and exploratory, emphasizes understanding over memorization, and encourages peer interaction (Met, 1996). Educators will need to prepare for comparable changes in elementary and secondary schools as well.

In addition to adapting the curriculum for learners of different ages, it must also grow to reflect their ethnic and linguistic diversity. One of the largest groups of immigrant students is entering the United States since the turn of the century and students of color will constitute nearly one-third of the nation's school population by the end of the century (Allen & Hutchinson, 1995). Research shows that Massachusetts language curriculum often disregards minority students' backgrounds:

> ...the curriculum to which most Latino students in Massachusetts schools are exposed has little to do with their culture, experiences or needs. For instance, it is all too often the case that Latino children find themselves in Spanish classes at the middle and high-school levels where their Spanish is rejected for being 'incorrect,' this is in spite of the fact that they may be the only true fluent speakers of the language in the classroom, teacher included. In one of the classes where they could shine, Latino children are often made to feel inferior. It is not unusual for many of these students to drop out of Spanish classes altogether or to fail them (Nieto, 1993, p. 247).

Educational practices designed primarily for traditional students from the dominant culture must become more responsive to the strengths and needs of a changing student population (Voltz, 1993). Changes in society and among learners have fundamental implications for World Languages curriculum reform. Current demographic changes support a greater recognition of diversity among students and programs that consistently develop and reinforce students' abilities to effectively communicate in a second language. Varied instructional methods and lessons that build on the interdisciplinary nature of language learning also can prepare students for challenges they encounter in a multicultural society and a more interdependent world.

Multicultural Curriculum Theory

Multicultural education is not an additional part of a student's program or another assignment for teachers. Awareness of the diversity of students and their cultures is naturally included in an effective educational program. The process of multicultural

understanding is reflected in teachers' lessons when their teaching fosters intergroup understanding, equity, excellence in subject mastery, student knowledge and respect for others' cultures, education for social justice, antiracist education, and the development of active citizenship (Reissman, 1994). In order to develop a successful educational program, educators need to realize that education is inherently multicultural. Multicultural education perspectives are useful in guiding the development of educational programs (Pohan, Aguilar, & Browning, 1995). An examination of multicultural theory suggests that teaching acknowledges and celebrates the culture, language, and heritage of all students.

James Banks, a noted multicultural educational researcher, views the process of integrating the curriculum with ethnic content as a process of curriculum reform and transformation (Banks, 1991). His perspective of multicultural curriculum focuses on the goal of helping students develop decision-making and social action abilities. The goals of fostering students' abilities to analyze and make decisions about authentic problems through inquiry and critique are echoed in other descriptions of multicultural education approaches as well (Nieto, 1996; Suzuki, 1979). Banks' model of an effective multicultural curriculum includes interdisciplinary learning, the study of a range of ethnic groups, and a comparative approach. A conceptual approach to the curriculum enables integration of ethnic content and content from different disciplines so students learn about concepts such as culture and discrimination. The study of concepts and issues from various ethnic perspectives is important for learners (Banks, 1991). Multidisciplinary and multicultural

study challenges students and gives them a greater understanding of important issues. Teaching with a variety of perspectives helps learners use their minds to develop the skills and abilities to make thoughtful decisions and take social action.

Banks (1991) identifies four approaches that integrate ethnic content into the curriculum. The first level he describes, the *contributions approach*, is characterized by the inclusion of ethnic heroes who are positively viewed by mainstream society rather than the inclusion of other people who challenged social structures in society. Topics such as the study of a cultural holiday or the inclusion of an extra book are a simple addition to the curriculum and are most evident at this first level. Simple additions to the curriculum are made without changing it substantially. The *additive approach* integrates larger units of study into the curriculum, but as in the Contributions Approach, content is still viewed from the perspective of the mainstream. There is no major restructuring of the methodologies or curriculum.

The *transformation approach* changes the basic assumptions of the curriculum and helps students to view concepts, issues, themes, and problems from various ethnic perspectives and points of view. A main difference is the inclusion of various perspectives and content from diverse ethnic and cultural groups to increase students' understandings of the complexity of the United States and the world. The highest level of ethnic content integration, the *social action approach*, adds components to the transformation approach that require students to make decisions and take actions that relate to their studies. Banks (1991) realizes that the four levels of

integration of ethnic content can be blended in actual teaching situations and that the ascent to greater levels of content integration may be gradual; also, it is not a linear process.

Sonia Nieto's (1994) description of several degrees of multicultural awareness and support in schools indicates the importance of having second language abilities at each level and adds to Banks' model. Nieto outlines varying degrees of multicultural understanding and implementation that progress from *monocultural education,* education that is meant for students of all backgrounds but primarily designed from the perspective of the dominant culture, to increased levels of diversity support (Nieto, 1994; Rivera & Nieto, 1993). The level beyond monocultural education, that of *tolerance*, is a level of multicultural support in which there is an acceptance of the status quo with a slight recognition of diversity. In monocultural schools, students whose native language is not English remain in "non-English classes" to learn English well enough to work in regular classes or they must learn to "sink or swim" and their parents are urged to speak to them only in English. Their counterparts in tolerant schools may study in English as a Second Language classes, learning to speak English quickly and using their native language only if necessary. In both settings, the use of a student's native language is generally considered to be a handicap for them rather than a benefit. For other students, little value is placed on learning the languages of minority groups for practical use in the school or community.

A tolerant school may be starting to exhibit some of the changes that are necessary in a growing multicultural society but

may not have reached the next level of *acceptance* in which differences are acknowledged. In schools exhibiting acceptance of peoples' differences, every student is encouraged to learn a second language. The subsequent level, *respect*, displays an increased level of consideration and esteem for differences. A school showing respect for multicultural education has a more antiracist curriculum, with overarching conceptual themes, has no ability grouping, and holds high expectations for all students. Learning a second language and maintaining second language abilities receive higher regard in schools with respect for diverse learners.

The highest level, *affirmation, solidarity, and critique*, occurs when students respect and work with each other and reflect on and critique their own and others' cultures. Characteristics of a school at this level would include active participation among all students, high expectations for learning, authentic use and development of second languages among learners, and inclusion of students, parents, faculty, and the community in decision-making (Nieto, 1994). The ability to speak a second language is valued at this level more than at any other and it is noticeable as students freely speak second languages throughout the school.

In her other work, Nieto details qualities that are fundamental to multicultural education. Multicultural education is education that is antiracist education, basic education, important for all students, pervasive, education for social justice, a process, and critical pedagogy (Nieto, 1996). Theories developed by both Banks (1991) and Nieto (1992, 1996) present a clear explanation of multicultural education that can be helpful in rethinking school reform.

Multicultural education can offer guidelines to address difficulties that result in school failure and low achievement. By recognizing the traits of multicultural education and strengthening those characteristics in the curriculum, schooling can be responsive and more meaningful for students.

A multicultural curriculum is not simply a curriculum designed to educate the members of a particular ethnic group. It also addresses the needs of learners who may find themselves in the minority due to language capabilities, handicaps, gender, social class, sexual orientation and any other discriminatory classification. Multicultural education also needs to focus on students from the majority who are frequently overlooked when multicultural programs are developed. Education that acknowledges the backgrounds of all students does not necessitate that any student receive fewer services or less effective education. Multicultural education strives to offer every student equal opportunities and attention so that all students benefit. If it successfully accomplishes this, there will also be a greater sense of community within the learning institution and an involvement in the community beyond. Addressing learners' needs and interests will help to foster dialogue and cultural awareness.

It is also important to have careful interdisciplinary planning that involves varied instructional techniques, organizational arrangements, and abundant materials. Multicultural curriculum encompasses a spectrum of activities that challenges all learners and enables them to achieve the highest possible goals. An actively engaging curriculum fosters intellectual growth and a wide range of

environments and methods will help them recognize and appreciate diversity. Advising and counseling for students supports their continuous progress and activity and counseling can promote high expectations. Continual evaluation of the curriculum informs and helps develop the most effective ways to meet students' needs.

An effective multicultural curriculum empowers students to affirm who they are, regardless of any opposition they may encounter. It provides learners with the opportunity to see themselves as an integral part of the community surrounding them, as well as members of the ethnic or cultural groups they most closely identify with. The curriculum maximizes the utilization of each student's background as an aid in his or her education. A multicultural curriculum helps students recognize the diverse world in which we live and learn to focus on and enjoy the benefits of the diversity around them. In addition, a multicultural curriculum helps learners understand the causes of oppression and determine ways in which intolerance, racism, and bigotry can effectively be curtailed. Students need to know about themselves and their own diversity, even as it exists within their own racial and cultural groups. The curriculum can be a positive force for the learner, helping him or her to appreciate the merits of education and aspire toward higher goals.

If these elements are present in the curriculum, it may help students to think for themselves and achieve greater skills and mastery by learning to ask challenging questions. Students may learn to think analytically, critically, and constructively about their work and ultimately about the important issues in their life, as well

as to be discerning and critical of situations around them. A clear understanding of multicultural education can lead to programs in all content areas that enable students to be engaged with society, its issues, and its needs.

Conditions Affecting Language Learning

In addition to the guidance that the state's new World Languages framework provides for schools, several other factors can influence the development of World Languages programs in public schools. The previous review of World Languages curriculum reform explains the importance that language learning has for students in the state and the rationale for improving second language learning programs. The discussion of multicultural curriculum theory affirms that an understanding of multicultural education and the ways it affects student learning can help educators strengthen curriculum in all disciplines. An analysis of additional influences can enable educators to more easily facilitate second language learning in classrooms and help students become more competent in another language.

This section examines factors such as the selection of language teaching approaches that create comprehensible input for learners, attitudes of students and the general public toward second language learning, and the use of native speakers as resources in the classroom. Reflection on these topics can inform planners and encourage them to consider how teaching approaches, public opinion, and available resources can impact the programs they design.

Approaches for Comprehensible Input

A range of methods are appropriate for a World Languages classroom (See Appendix A). The extent of available approaches provides teachers with latitude for selecting the most appropriate methods from each program according to learners' abilities and their classroom setting. Work by Carlos Ovando and Virginia Collier (1997), Stephen Krashen (1986), Diane Larsen-Freeman (1986, 1994), and others helps to organize and classify each of the methods, their main goals, and the characteristics of each approach. Although the literature distinguishes several categories of language teaching methods, the approaches often have similar features and teachers commonly combine elements from several methods in one course. When selecting methods for instruction, it is important to consider those that present material to students in a way that they can understand.

Stephen Krashen's input hypothesis (1986) indicates the importance of selecting the most appropriate instructional methods. His hypothesis postulates that as students acquire another language, they shift levels of competence. A necessary condition for the shift in their abilities is that the acquirer must understand the meaning of a message although it may be a step beyond one's current level of understanding. Comprehensible input, or language that is understandable to learners although it may be a little beyond their current language ability, enables them to more easily acquire second language abilities. Thus, instructors must carefully consider students' abilities and provide them with input that helps them to increase their proficiency.

Additionally, classroom instruction needs to give students the competence they need to continue learning outside the classroom (Krashen, 1981). There is no one best way to teach because certain methods may be more effective than others in providing comprehensible input for differently aged learners, with various groups, and in a range of settings. All methods have limitations (Krashen, 1986). Although research shows that instructional methods may have an impact on the rate of second language acquisition and possible levels of attainment, it does not show that a particular method significantly alters the sequence of second language development (Larsen-Freeman, 1994). It is most probable that language instruction can have positive effects when used wisely and combined in a rigorous program of study by teachers who have high expectations and a caring relationship with their students.

Careful consideration of the range and variety of pedagogical approaches and variations among students can help educators select methods that best accommodate learners. Studies have shown how students' academic achievement in second languages can be affected by variables such as their continued first language cognitive development while acquiring a second language, age at time of exposure to a second language, general academic achievement, membership in a language minority or majority group, and the language of instruction in school (Collier, 1989). Based on the variability among learners, the availability of multiple alternatives is useful because educators have the ability to account for variations among students and provide them with instructional approaches that correspond to their abilities. An awareness of

learners' backgrounds and appropriate methods in language classrooms can promote consistent second language acquisition and academic achievement. Teachers who have a solid knowledge of academic content, familiarity with their students, and an understanding of second language teaching methodology have a greater ability to inspire students and achieve the goals presented in the new curriculum.

Attitudes Toward Learning Other Languages

Foreign languages often have the status in the curriculum as electives or courses peripheral to the learning of other core subjects such as math, science, English, and social studies. Ironically, effective language communication is at the heart of every academic discipline and few subjects can connect the curriculum as easily or as well as the study of another language. Second language study can be the key to creating interdisciplinary content that unifies students' work in all academic areas. Language study helps students develop skills to express their thoughts in every class. Language diversity and second language study also contribute to effective multicultural programs. World Language study needs to be brought from its subordinate status in the curriculum to occupy a position as one of the core academic disciplines.

The low level of importance given to second language learning is another evidence of the same ethnocentric and racist hostility the public has for bilingual education programs. One main difference, however, is that programs that develop second language skills among language minority students receive less support from the public than

second language classes for monolingual Anglo-Americans (Crawford, 1992). Bilingual program funding is often in continuous jeopardy because unsupportive taxpayers battle its rationale. The politically influential advocates of the English-only movement in the United States, for example, oppose bilingual education and promote English as the official language in the country. Such interest groups legitimize the spending of public funds to teach languages such as Spanish to English speakers or English to Spanish speakers as long as maintaining a second language does not affect maintaining English as the national language (Crawford, 1992).

Opponents to bilingual education cannot understand the program's importance to language minority students and to their success in school. They believe it is wasteful to spend tax dollars on maintenance bilingual education programs and others like them that help students continue development in their native tongue. At the same time, opponents to bilingual education ironically fund foreign language programming that teaches English speakers wishing to learn another language. It seems irrational that bilingualism in the United States is more highly regarded among well educated or high status individuals while at the same time it is considered a handicap among language minority students whose school programs are considered to be compensatory (Nieto, 1992).

Students who are in bilingual programs often have success acquiring a second language and have favorable attitudes toward their participation in those programs. Students in grades four, five, and six who participated in the "Amigos Program," an experimental two-way bilingual program for elementary students in Cambridge,

Massachusetts, were satisfied by the instruction in that program:

> The majority of Amigo students....are satisfied with the amount of time (50%) spent in Spanish and want to continue studying Spanish. Some would like the amount of Spanish to be increased. The majority of all students, both English- and Spanish-Amigos, do not feel that they are behind in English at all (compared to students in an all-English program), and many students, especially the English Amigos, believe they are ahead in English (Lambert & Cazabon, 1994).

In that program, one-half of the students were limited English proficient Hispanics and the other half were non-Hispanic English speakers. Students received equal amounts of both Spanish and English instruction during the school day.

An earlier study of 17,163 students in classrooms across the country found that students gave a low ranking to foreign languages compared to their other subjects. Students found the subject to be less important and more difficult than their other subjects (Goodlad, 1984). Despite their attitudes, a majority of the students who were surveyed indicated that they were interested in the subject matter. If greater status were given to second language learning, whether in a foreign language or bilingual classroom, and more emphasis were placed on the benefits of bilingualism, students might experience greater success in learning another tongue. An example of one way to encourage more positive thinking toward the study of second languages may be for teachers to have their students reflect on the importance of World Languages in the community. As students consider how they will be able to use new language abilities with greater frequency as the population changes, they may realize how the knowledge of another language benefits them. When students

understand the relevance that their curriculum has to their lives, they often have greater motivation to learn.

Native Speakers as a Resource

A greater awareness of the value of every person and culture in the community can contribute to increased esteem for World Languages learning and its importance in the school curriculum. As demographics change, there is increased urgency for developing skills in other languages. Native speakers of all languages are valuable resources for World Languages programs. Native speakers of various languages can support World Languages programs by offering monolinguals the opportunity to regularly and more authentically practice a second language. When fluent students work with students who are less proficient, there are many ways in which their skills can add to the curriculum and lessons. Native speakers, for instance, can model correct pronunciation for their peers. Students who come from various cultures in which other languages are used can often add to discussions about culture and traditions. More fluent speakers can work in individualized groupings with students in order to offer them a chance for greater interaction. When small groups of proficient speakers work with less proficient peers in a motivating environment with relevant and engaging curriculum, greater proficiency can result.

The exploration of possible connections between programs for English speakers and those for language minority students can encourage a greater expansion of language programs. Schools do not have to postpone World Languages programs for monolinguals until

secondary school years and English language acquisition does not have to impede first language development for bilingual learners. Carlos Ovando and Virginia Collier (1997), for example, show ways that schools can promote bilingualism. The two researchers stress the benefits that two-way enrichment programs can have for English monolinguals as well as language minority peers. It is possible for all students to be beneficiaries of linguistic diversity when bilingual classrooms, teachers, and students are used as a resource (Nieto, 1992).

When speakers of English and language minority students learn each others' languages in the same classroom, a two-way language program for those students can accommodate all members of society rather than a particular group. Among the benefits that two-way programs have, Ovando and Collier point out that English speakers can develop a greater appreciation and awareness of the process of learning another language and when parents witness the social and intellectual gains made by children, they are more supportive of bilingual programs. Schools should not rule out alternatives such as dual language programs that assist learners with varied language backgrounds and provide greater context in which students can more naturally learn language with native-speaking peers. Learners can receive content area instruction rather than focus on language the way that it is often presented in traditional foreign language classes (Ovando and Collier, 1997).

Language programs that offer advanced courses for bilingual students can encourage them to further study and develop their native language abilities. Bilingual students do not necessarily have

to begin the study of a third or fourth language to continue their language development. Language minority students who have basic first language proficiency can benefit from an advanced World Languages curriculum that allows them to more thoroughly learn the art and literature in their native language rather than focus on simple language structure and elements of culture commonly taught in courses for non-natives. Native speakers can benefit from advanced level courses in their own language as well as contribute to programs with less proficient non-native speakers (Crawford, 1992).

Summary

The reviews of Massachusetts curriculum reform, multicultural curriculum theory, and conditions that affect language learning interrelate fundamental themes that impact the improvement of language learning programs. Current education reform efforts show the need for revising World Languages curricula. Knowledge of the ways in which Massachusetts is advocating second language learning and the state's proposed goals for public schools' World Languages programs indicate why schools must revise curricula and use instructional methods that are effective for all learners.

The review of the literature on curriculum reform also supplies an understanding of the state's interest and motivation for improving second language instruction. Students from cultural and linguistically diverse communities, for example, can prepare for future roles in the state's workforce by increasing their skills in

other languages and knowledge of other cultures. Programs that heighten students' interest in World Languages, increase their communicative competence in other languages, and inspire learners to excel in school can prepare them for active participation in their communities. Multicultural curriculum theory can assist educators who are rethinking school reform by giving them an awareness of attributes that strengthen programs. Understanding characteristics of multicultural education such as holding high achievement expectations for all students, encouraging active participation among learners, and promoting appreciation of others, can help educators set goals for World Languages programs.

Curriculum planners will be more able to create World Languages programs with such qualities if they also recognize the conditions that can affect how students learn second languages. The literature on that topic indicates the importance of providing comprehensible input for students. Teachers can make input more comprehensible by understanding the range of language teaching approaches and selecting methods that are appropriate for the students they teach. If teachers have a knowledge of the attitudes that people have toward language learning, they can work to encourage the students to see the relevance the discipline has for them, stress the importance of knowing other languages, and motivate them to achieve second language skills.

When educators view native language speakers as a resource, they can profit from the contributions that second language speakers make in the classroom and provide them with appropriate challenges. The job of ensuring that programs recognize the diversity of

learners can highlight the connections among the literature reviews. Teachers who understand the purpose of evaluating and reforming curricula, are aware of multicultural perspectives, and are familiar with conditions that affect language learning can determine the most appropriate instructional approaches to use with all their students and lead them toward the goals of the World Languages framework.

CHAPTER 3

STUDY DESIGN AND METHODS

Design Overview

This chapter includes a detailed explanation of the overall approach that was used in the research study. The chapter explains the research methodologies in the study and elaborates on site and participation selection in addition to the collection, organization, and analysis of data.

Overall Approach to the Study

The purpose of the study was to analyze how selected Massachusetts urban communities are developing World Languages curricula in order to achieve the goals of the state's new language framework. The study analyzes data to determine how schools are integrating the state's standards into World Languages programs. As a result of data gathered from three participating communities suggestions for new programming are made. I selected the participating communities based on their location in the state and their population characteristics. The chapter describes the sampling methodology that resulted in a group of communities that face challenges prevalent in many other school districts in the state. The data help answer the study's research questions that focus on the history and organization of World Languages programs in local schools, the fundamental decisions and plans that curriculum planners are making for World Languages programs, and the effects and implications that their revisions have.

I used a primarily qualitative approach to gather data for the study. First, I asked the chief World Languages supervisors in each community to complete a written survey about the school system's World Languages programming. Those directors were my primary contacts in each school district and helped coordinate my meetings with other school personnel. One of the three participating school systems has an individual whose primary responsibility is to act as the city's World Languages director and he completed the survey for his system. The Assistant Superintendent in another school system doubles as that community's World Languages director and wrote survey responses for his district. In the third community, however, there is no World Languages director to manage the program system-wide. Department heads in that community who supervise the language program at the middle and high schools answered the survey for each of their particular school buildings.

Second, I individually interviewed nineteen language teachers who represented the three systems. Language supervisors in the three communities told their staff about the study and gave me the names of candidates who were willing to participate. I scheduled several dates to visit schools in each of the districts in order to meet with teachers during their preparation period or after the school day. The instructors supplied other data about their classes and the ways in which the new World Languages program affected them.

The first step of the data collection was the questionnaire which I sent to the World Languages directors in the participating school systems. The purpose of the survey was to determine the

features and fundamental organization of each district's World Languages program. Survey information was useful for obtaining a more precise picture of schools and local programs and a completed survey form produced some background and detailed characteristics pertinent to World Languages programs in each participating system. I conducted the interviews as a second method for gaining additional insights about language programs from those individuals most closely involved with their organization and operation. Comments and/or surveys from department heads and a variety of teachers and administrators provided the greatest amount of information and data.

Other information came from the Department of Education as well as from curriculum guides and school publications which participants made available. The additional school documents included items such as student handbooks, school reports, evaluations, and programs of study. The additional material supplemented survey and interview data and made community profiles more descriptive.

Setting, Population, and Sampling

Because time, resources, and feasibility prevented the participation of all 351 Massachusetts communities in the study, it was important to select a sample so that findings from the study might be helpful for neighboring communities with similar concerns. I based the selection of the sample group on particular criteria described in this section. The consideration of specific population

characteristics gave greater definition to the participating schools and communities.

For over a decade the Massachusetts Department of Education had used a "formal four" category classification scheme based on 1970 census information to collect, group, and study information about the Commonwealth's cities and towns (MDOE, 1986). The now outdated scheme grouped communities according to their status as either (1) big cities, (2) industrial suburbs, (3) residential suburbs, or (4) other smaller towns. The Massachusetts Department of Education has since developed a new classification scheme because Massachusetts communities have changed greatly and new sources of data have become available to them. The new classifications, based on more recent data, use cluster analysis to distinguish seven separate *kind of community* (*KOC*) categories. The department used data from the 1980 census and other agencies to define community types, based on socio-economic and demographic attributes. The newer classification system is an improved sampling procedure for evaluation, more accurately defines communities, and assists in identifying local and statewide trends for determining statewide policies. The seven KOC's that the classification system characterizes and identifies are: (1) urbanized centers, (2) economically developed suburbs, (3) growth communities, (4) residential suburbs, (5) rural economic centers, (6) small rural communities, and (7) resort/retirement and artistic centers.

The current KOC system was useful in selecting parameters for the study sample. Among the seven community types, the classification identified as "urbanized centers" provided a group of

communities that are densely populated and culturally diverse. The size and diversity in these areas are appropriate for observing how language programs function in areas with a mix of ethnicities and that reflect population growth trends. Because of their cultural, linguistic, and ethnic characteristics, urbanized centers provide useful settings for the study and their programs may serve as models for similar communities. The changes in World Languages curriculum that they are making may suggest approaches other systems can use to utilize the community's ethnic resources to complement World Languages programs.

Other parameters also were helpful in defining a group of communities that were feasible and accessible to study. I selected one of the fourteen counties in Massachusetts as a more limited area for the study. The sample of communities was restricted in geographical area, but their proximity in the state and accessibility for study enabled careful and timely research. Data from the Massachusetts Department of Education produced a sample of communities that was manageable in size for me to study. I selected three characteristics to define the sample so that findings might generate useful information for other districts in the state with growing numbers of language minority students. I chose the communities based on their percentages of: (1) Hispanic students, (2) pupils who cannot perform ordinary classwork in English, and (3) students whose first language is not English. Although the state does not collect much detailed data specifically about World Languages programs, these three topics have a special relation to

the study of languages and the growth among minority groups. In addition, data on these topics is available for recent school years.

As in many urbanized centers of the state in 1996, Hispanic students constituted the largest minority group in every urbanized area in the county. Among all urbanized areas across the state during that school year, the average enrollment of Hispanics in each district was 20.8% (MDOE, 1996a, p.2). It should be no surprise then, that Spanish, often the L1 of members of this quickly growing minority group, is the most widely taught World Language in the state as well. The results of the Massachusetts Department of Education's 1993-1994 foreign language survey indicated that Spanish was the most commonly taught World Language in Massachusetts public schools with 83% of reporting schools offering programs in that language (MDOE, 1994b, p. 3). For these reasons the percentages of Hispanics in each of the urbanized areas was one of the statistics carefully considered in the selection of a sample.

Among all Massachusetts communities classified as urban centers in 1996, the average percentage of pupils who cannot perform ordinary classwork in English was 4.74% (MDOE, 1997d) and the percentage of pupils whose first language is not English was 12.65% (MDOE, 1997d). Three of the county's urban centers exceeded both of these average percentages. The same three communities also exceeded the average in the number of Hispanic students in the district when compared with other urban centers in the state. The three participating communities are dispersed in the county; one in the central part of the area, one in the north, and the last in the southern section of the county. The three urbanized areas provided a

sample of communities whose ethnic and linguistic data indicate the growing importance of possessing second language abilities. A study of the efforts that each community is making toward reforming and improving its World Languages programs reveals some of the stumbling blocks they are facing, as well as some of the unique and effective ideas they are developing that can be models for communities elsewhere.

Participation and Human Subjects Protection

I contacted directors and administrators of language programs in the three communities by telephone in order to introduce myself, discuss the purpose of the study, and request their cooperation. Through these personal phone calls, I also informed them of the imminent arrival of a language program survey whose objective was to profile general features and characteristics of each system's programs (See Appendix C). Among other information program directors provided in the survey instrument, they supplied data concerning their district's World Languages program size, languages offered to students, grades in which students are able to study those languages, connections that World Languages programs have with other programs in the school, and the type of involvement that parents, teachers, and administrators have in the program. The survey was designed to profile the organization and features of the World Languages program so that there could be a follow-up on the details in each system during individual interviews with study participants.

Aside from the completion of the survey, the directors in each system also were asked to suggest interview participants who have a close connection with the program, its creation, organization, and operation. Directors helped to designate and contact potential interviewees. Once directed to possible study participants, I corresponded with them in order to inform them of the study and their role in it. Participants received a personal letter describing the study, its purpose, any risks involved in participation, and their rights to withdraw and review material upon request. The study candidates also received information pertaining to the protection of their identity, the dissemination of results, their freedom to participate or withdraw from the study without prejudice, and the potential benefits that the study may have for World Languages programming. Each participant received this information in a cover letter and accompanying written consent form (See Appendix B).

During the scheduled interviews, a standard list of interview questions about topics relevant to World Languages programming and its revision provided a guideline for discussions (See Appendix D). The guide allowed participants in the different schools districts to comment on the same topics. Individuals were also encouraged to elaborate on topics about which they were familiar. Interviews were recorded and study participants had the opportunity to explain features of the World Languages program that they brought up in discussion. They also expounded upon other attributes of the language program that directors had mentioned in the survey instrument.

Collection, Organization, and Analysis of Data

As individuals consented to take part in the study, I scheduled interviews at a time convenient for them. When arranging appointments with educators who participated in the study, I suggested meeting with them in their school building or workplace. An interview in that setting allowed them to show me creative projects, the students' learning environment, and other features of their program. Additional data observed in the school environment confirmed and further illustrated characteristics of their program. Discussion of World Languages curricula and education reform in each of the settings with different candidates contributed to an analysis of language curriculum implementation. The explanations of their experiences may benefit developers of World Languages curriculum in communities across the state.

Interviews and surveys supplied much of the data for the study. Additional notes, commentary, reports, and references that participants suggested or provided also benefited the study and contributed extra data for analysis. With participants' acknowledgment and agreement, I collected the extra information that they supplied in these forms for use in the study. Current information available about each system from the census, internet resources, and other outside agencies also helped to accurately profile the setting. The main objective of data collection was to gather information concerning how each of the three systems was implementing their World Languages programs.

The interview guide focused on the topics relating to the primary research questions of the study (See Appendix D). I sought

answers to the questions in the guide for every system, although a single interviewee from that system did not provide responses to every question and topic. Some participants in each system were more informative and gave more details than others. A more relaxed approach to each interview, rather than one in which every topic was explored in a rigid question and answer format, made the interviews more like discussions. Participants had greater opportunity to explain, give a thorough opinion, and present their unique expertise or perspective. This approach produced other unexpected information that was helpful to the study.

When directors returned surveys and the interview process was complete, I developed profiles of each community, school system, and the World Languages program in each district. The first group of data that I organized relates to the background information about each community. The information pertaining to the community describes its school district and shows how well schools have adapted programs for the residents of the area. Information about the location of each community, its economic base, and its population give an overall picture of the urban area. The ethnic composition and projected growth of the community's population reflect characteristics of students in the schools and indicate how changes in demographics will affect schools now and in the future. Other population characteristics such as the socio-economic status of residents, and number of school-age learners provide a basis for comparison among the communities. The educational attainment levels of residents in each community show the formal educational opportunities that students' parents have had.

The second major grouping of information centers around features of the school district in each of the communities. Responses that administrators gave in the survey instrument and the most recent statistics from the Massachusetts Department of Education for the 1997-1998 school year supplied a large amount of the information that is pertinent to that subject. The sources provided data on the largest ethnic and minority groups in each system and percentages of students that the Department of Education classifies as limited English proficient, whose first language is not English, and who are unable to perform ordinary classwork in English. These Department of Education classifications of students relate to the initial selection of each community as part of the study sample and also have a special relevance to the teaching of second languages.

The third cluster of data pertain to each World Languages program and its curriculum. Administrators and interview participants contributed much of the information related to this topic. They described the languages that they offer to students, the levels at which learners can study those languages, and student enrollment in language classes. Comparisons were made about student placement in programs, content of language classes, and teaching techniques. Participants also detailed recent curriculum revisions they had made and plans that they are proposing for their language program. The information shows a contrast in the amount and type of support that World Languages programs receive from administrators, parents, and the community. Details of parent involvement and program supervision show the concern that schools

have for the language program. Participants' remarks about the World Languages program's connections with other school programs and the communication among parents, faculty, administrators, and language departments in various buildings in the district are a reflection of the organization of the program. Additional particulars about the recruitment of instructors and professional development opportunities for current teachers show the resources schools dedicate to language programs and the schools' capability for providing effective instruction for learners. The information that study participants provided in each locale helps to explain the school system's philosophical approach to World Languages programs, the procedures the district is taking in developing new curricula, how it is implementing those plans, and the current results of its efforts.

The final analysis and interpretation of collected information included patterns, relationships, cautions, and creative and inventive measures. Subsequent studies of curriculum may be able to use the analysis of data to conduct further helpful research. Studies that trace the long-term effects of World Languages curriculum changes and include a larger number of participants will be important to school systems as populations continue to grow and their composition changes. Suggestions for such studies emerged as this study progressed.

Summary

In this chapter I have described the population of the study, specified its methodology, and explained the two methods used to

collect data. I also explained the manner in which administrators and directors completed written surveys and the interview process with other educators in each district. The presentation of the sampling procedure used to designate representative communities describes and supports the selection of centrally located urbanized areas in the state with above average percentages of students who are Hispanic, whose first language is not English, and who are unable to perform ordinary classwork in English. A description of the organization of data from participants in the sample shows how their comments contributed to the profiles of each community, school district, and World Languages program. The compilation of data produced an account of the school district's response to proposed standards in the World Languages curriculum framework, comparisons of language programs, and patterns and trends of curriculum change in the schools.

The next chapters present the study results, details about the communities and school districts, and their reactions to state World Languages curriculum reform efforts. Explanations of the impact of World Languages revisions in those areas show other schools methods they can use to work toward state standards and caution them of impediments to those goals.

CHAPTER 4

PROFILES OF PARTICIPATING DISTRICTS

The intentions of this chapter are to describe the three communities in the study and give an account of the World Languages programming in each district. An understanding of the characteristics in each town and school system will support the next chapter's discussion of the strengths and weaknesses of World Languages curricula. The chapter presents data on each community, public school system, and World Languages program.

Consequently, the chapter describes each urban area, including its size, population, primary businesses and industries, and community resources. It includes data concerning the community's predominant ethnic and linguistic minority groups, the socio-economic level of residents, their educational attainment, and other relevant population characteristics. It also presents information about the districts' students, such as the predominant ethnic and linguistic minority groups and the percentage of learners who are classified by the Massachusetts Department of Education as Limited English Proficient. A presentation of this data can help determine how well the local schools' programming serves area students who come from a diversity of backgrounds.

The data provides the study participants' descriptions of World Languages program features and recent reforms. The chapter includes their comments and opinions about language programming, changes in curricula, and difficulties they have. Much of the data comes from participants' written survey responses and their comments and reactions during interviews. The participants in the

study, however, could not always provide answers to questions in the surveys and interviews because they did not know the answers to them or were unable to obtain the information. Additional resources were helpful in supplementing their comments.

Data from government sources, such as the 1990 United States Census, Massachusetts Department of Education school district directories and profiles, Massachusetts Department of Housing and Community Development reports of local communities, and official city internet web sites, helped to supply accurate statistics about the communities and schools. Individuals at various schools contributed reports, evaluations, curriculum guides, programs of studies, student handbooks, and other similar documents from their schools that supplied additional background relevant to particular programs. An examination of the information from the document sources led to the development of profiles for each community and school system. However, the descriptions of each district's World Languages program depended more on the data provided by individual study participants since that information was generally unavailable in other published sources.

The three profiles in this chapter provide background on the participating schools and districts in the study. The sketches provide an understanding of local communities, school settings, and academic programs as background for the discussion of the strengths and weaknesses of each World Languages program in the subsequent chapter. For purposes of anonymity I have given each of the profiled areas a pseudonym in this chapter: Northville, Centerfield, and Southbury. The names differentiate the

communities and refer to their approximate location in central Massachusetts. Several of the study participants, whose comments appear in the text, also have a pseudonym to protect their identity.

Northville

Northville, located about one hour from Boston in the northern part of the county, is in a city of approximately 41,000 residents (1990 census). The area resembles the two other participating school districts because of its high diversity of cultural and linguistic minority groups and its classification by the Massachusetts Department of Education as an urban center. It still has small town traditions such as summer concerts and a Fourth of July parade as well as nearby state parks and outdoor recreation spots. As an urban center, it has a dense population, rich ethnic diversity, and a manufacturing and retail economy base which is greater than that in other communities in the state (MDOE, 1986).

Northville is surrounded by old mills and many dirty red brick buildings, indicative of the city's working class heritage and giving the city a dreary appearance. Recent student population statistics for the area show that the district is growing, more ethnically diverse, and poorer than the state's average population. The 1990 census indicates that 11.5% of area residents held a bachelor's degree or higher at that time and recent figures from the Massachusetts Department of Education show that approximately 77% of high school graduates from the class of 1997 had intentions to enter a two or four-year college (MA Dept. on Housing and Community Development [DHCD], MDOE, 1998).

The service industry, manufacturing, wholesale and retail trade, and construction provide the largest number of jobs for area residents. Aside from the city itself, the largest employers include a hospital, a college, and several other manufacturers and companies. Major industries in Northville include pharmaceuticals, tool and die makers, machine manufacturers, plastic molders, and textile producers. Some industrial factories and an electric company that had been one of the region's major employers recently closed down. Other abandoned buildings in the downtown area are traces of businesses that have been forced to close. A large commercial district and several local shopping centers are also available for residents.

Figures from 1991 indicate that the percentage of people under the age of 15 was above the state average and the Massachusetts Department of Housing and Community Development predicts that the Northville's population will grow to 44,620 by the year 2000. In 1990, the racial composition of the area also varied more in comparison to other areas of the state and had proportionately larger groups of ethnic minorities. Currently the district's largest groups of minority students are Hispanic, Asian, and African American. According to State Department of Education figures for the 1997-1998 school year, of the 5,482 students in the district, 24.9% were Hispanic, 9.6% were Asian, and 6.6% were black. The figures contrast to percentages of the same groups of students statewide figured at 9.7%, 4.1%, and 8.5%, respectively (MDOE, 1998). The flyers and notices posted throughout the high school reflected the linguistic diversity of the school system's students.

The district's concentration of LEP students in the 1997-1998 school year (7.4%) was higher than the percentage of LEP students in the state as a whole (4.8%). The district reported that there were 1,643 students whose first language is not English. Most of those students were either Hispanic or Asian. In those two main minority groups there were 1,145 Hispanic and 420 Asian students, a group made up of 224 Hmong, 136 Lao, and 60 Vietnamese. Many of the students unable to perform ordinary classwork in English come from those two groups of students. Of the 534 students in the district who are unable to do regular classwork in English, there were 415 Hispanic and 113 Asian students. (MDOE, 1998, 1997a, 1997b).

During the same school year, over 50% of the students in the district qualified for a free or reduced lunch while approximately half that rate qualified for the lunch program statewide. The 1990 census data indicates that the percentage of the population at poverty level in Northville (14.0%) is above the state average in the general population (8.9%) for that same year (DHCD, 1988). Urban neighborhoods around the schools have streets that are clean, but crowded with old cars. Many residents live in old three-decker houses built in close proximity to one another. The yards of each house are small, but their front porches, gardens and concrete steps are kept neat. Residents in the city have a per capita income level that is $2,800 less than the average resident in the county and $4,700 less than the state per capita average. The variations in income may be due, however, to the large number of elderly and college-age residents in the area.

School and World Languages Program

Northville has 9 public schools that offer both inter- and intra-district school choice for students in kindergarten through grade 12. The city has six elementary (K-5) and two middle (6-8) schools, but only one high school (9-12). Students who are five years old by September 1 are eligible to enter kindergarten. A regional vocational technical school offers students an alternate course of study to the one available in the high school. The number of students attending the city's public schools grew by more than 600 students in the three school years between 1994-1995 and 1997-1998. The elementary level added more than 290 students, the middle school more than 130, and the high school another 190 (MDOE, 1998). The school buildings that house the increasing numbers of students are traditional small town schools that have grown old and become urbanized. Despite the age of the schools, they are clean and have little trace of vandalism. The schools handle a larger number of students, but the facilities have changed little as the number of students has continued to grow. The schools seem to do as well as they can with available accommodations and resources, but basic needs such as sufficient space are inadequate.

When Proposition 2 1/2 was enacted to lower the tax rate in the state in 1980, it affected the school system's budget and the middle school language program soon ended. The new tax levy ceiling under state law now limits the property tax in the state's communities, and the lower tax rate often hampers new growth in many cities and towns. The middle school, now rebuilding a language

program, had then ceased to offer foreign languages and what remained of the lower-level program integrated with the program at the high school. At that time, the World Languages classes moved to their current site inside an annex next to the high school. The separate and smaller facility houses the World Languages, Special Education, and Alternative Education programs as well as part of the English department. Most World Languages teachers have classes in the annex, although one teacher travels to classrooms in different areas in the main school building because the department needs additional classrooms. The building is old and all high school language students, except those who have class with the teacher who travels to various classrooms throughout the building, exit the main building to attend class in the nearby annex. One of the Spanish teachers who resigned two years ago painted murals in the hallway of the building with her students in order to renovate and brighten that part of the school.

In the high school, students have the option of studying either Spanish, French, or Latin in levels I to IV. The Spanish program has the highest enrollment, which teachers attribute to the growing importance of that language and the rise in numbers of Hispanics in the community. Although the school has not recently offered it, a one-year German program is supposed to be part of the school's World Languages curriculum according to the curriculum guide that one language teacher gave me. That teacher also said that the following year the school was going to revise its written curriculum in conjunction with the school's 10-year reaccreditation process so that it reflects actual courses currently available for students.

The student handbook includes a Foreign Exchange Program as an available extracurricular activity for students. The program once had a connection to the language department when German was a part of the language curriculum. The purpose of the program is to support a cultural exchange with a sister city in Germany. Although American students from the school no longer travel to the sister city, each year a group of German students continues to visit the high school during the months of September and October for six weeks. The last group to travel to Germany from the school went a few summers ago. One teacher said that the group's most recent excursion abroad was a more like a "party" for the students rather than a link to the World Languages curriculum since German had no longer been offered at the school and the students were unable to communicate in the language when they were there. German has not been reintroduced to the curriculum and consequently, no other trips have been planned for the students.

Currently each high school language class runs throughout the school year. The daily schedule rotates so that in seven school days, a class has five forty-five minute periods, one longer 90 minute period, and a day during which the class does not meet. The extended period in the schedule allows teachers additional time to organize special activities during class that could not normally be done in a shorter period. The teachers approve of the longer block of time but feel that it is important to carefully plan activities so that students are actively engaged for the duration of the period. One teacher suggested that her longer classes are most successful when she prepares several activities for that extended class period. Although

she has classes with older learners, she indicated that the longer period of time allows her to introduce a variety of activities such as playing educational games with her students. The students enjoy the activities and the varied exercises help them to be more attentive during the long period.

A rotating schedule has been used for the past two years at the school and one teacher commented that "ninety-eight percent of the faculty likes it." In addition to including the longer block of time, it gives the teachers and students an opportunity to have class at different times from day to day. A teacher expressed her preference for meeting with students in the morning rather than after lunch every day. The previous schedule used in the school did not allow all classes to rotate and did not include a longer class period. The required laboratory periods from science courses often conflicted with other academic subjects and students were unable to schedule as many main subjects during the week. The schedule caused students studying a science to miss a regularly scheduled class in an enrichment subject such as foreign language whenever they had a lab session. When lab sessions conflicted with their schedules, students were allowed to miss a language class whereas they had to attend their classes in core academic subjects.

Now that World Languages i s one of the seven main academic areas recognized by the state with its own curriculum framework, a teacher expressed the importance for students to attend every class meeting. The school's new schedule enables science teachers to use the extended block period to conduct the lab sessions to avoid schedule conflicts. Some teachers fear that the administration

might change the schedule to experiment with a new one next school year in an attempt to accommodate the few teachers who do not like the current arrangement. The teachers who prefer shorter class periods are accustomed to the way they have taught for many years and are reluctant to experiment with new ways to instruct learners and engage them with their work.

Two years ago, the language program expanded to include the two middle schools in the city. At that time the programs at the middle level resembled FLEX programs (Foreign Language Exploration). The students' courses introduced them to more than one language and tried to spark their interest in studying one of the languages they sampled in future second language courses. The program did not provide them with any significant language skills. During the first year of operation, one of the schools offered both French and Spanish in a half year program to its eighth grade students. The eighth graders at that school belonged to one of two teams, and students in one group studied French while those in the other studied Spanish. The language that students studied depended on the team to which they belonged and consequently they were unable to freely select the language they preferred to study.

In its second year, the program at that same school grew, offering a full year of either French or Spanish to students. Students are now allowed to have their preference of either language because they are not arranged into teams. They have a language class every day for 45 minutes. Now that students have the choice of which language to study, the enrollment ratios in each

language resemble those at the high school since most students have selected Spanish rather than French.

In its partner middle school across the city, the organization of the language program differs. The school offers only Spanish to students in the eighth grade, although some study participants mentioned that a second language soon might become a part of the curriculum there. Special Education students are exempt from World Languages study. When students go to Special Education classes to receive individualized attention, their classmates have a Spanish lesson for 45 minutes each day throughout the year.

There is currently discussion about possible ways to follow up on the efforts to rebuild the middle school program by expanding the language program that the district offers to include even younger learners. The Assistant Superintendent has visited other systems where elementary language programs are being established to look for ideas and suitable models for the community. The school system understands the importance of extending the language program to the elementary grades and is considering the possibility of beginning a two-way Spanish-English program at the elementary level during the 1998-1999 school year. Although plans for the new elementary pilot program were not definite toward the end of the 1997-1998 school year, indications are that staff from one elementary school's bilingual department may begin a pilot language program for students at their school. Currently there are no connections in any of the schools between the World Languages and ESL/Bilingual Education programs and such a pilot program would unite the two departments and offer a rich program to youngsters.

A special magnet program in the district is a collaboration between a local art museum and one of the middle schools. Students in grades six through nine are able to participate in a museum arts school coordinated by the school and the museum. Students have classes in the museum facility during the day and are able to visit the museum's galleries to study works by master artists in the collection. Through the study of art from all parts of the world the students learn about other cultures. They also study Spanish in an enriched curriculum which develops students' appreciation for art, academics, nature, community, and culture. There are six staff members, including a native Spanish-speaker who teaches that language and an interdisciplinary arts specialist. That team of teachers works with 60 middle school students in an arts-integrated approach to learning. Some of the students in the program come from other communities and are able to attend the school because of its participation in the state's school choice program. Features of the program include small class size, thematic and project-based learning, exhibition of student work, and portfolio assessment. The program stresses appreciation and celebration of different learning styles and multiple intelligences.

Interest in the German Cultural exchange club has waned and membership in another cocurricular World Languages organization, the International Club, has fallen. However, other clubs have since organized that reflect the growth of ethnic minority groups in the region and that have the potential to encourage World Languages learning and parental involvement. An ESL teacher advises an Asian American Club and the director of the Bilingual Education

Department advises a Latin American Club. Both are social organizations for minority students and the groups have collaborated to sponsor trips for students. In the 1996-1997 school year they traveled to New York City and during the 1997-1998 school year they were in the process of planning a trip to Montreal in the spring. The Latin American Club also has sponsored holiday parties for the school community. Although there has been a lack of interest in traditional World Languages clubs, the newer clubs in the school are resources that can provide a way to link the World Languages Department and the English as a Second Language and Bilingual Programs.

<u>World Languages Staff and Program Supervision</u>

Mr. Norton who is Northville's Assistant Superintendent of Schools acts as the World Languages coordinator for the district. When describing the role that administrators have in the operation of the World Languages program, Mr. Norton responded that he has had a minor role but there is an increasing need to coordinate the curriculum now that the program is expanding to different schools. One of his duties is to coordinate meetings so that World Languages staff members from the schools now offering language study can meet together. Meetings for the various teachers are necessary so that they can align course content and ensure the proper sequencing of the courses. However, there have been few meetings and more are necessary for the continued expansion of the program.

In his survey, Mr. Norton also wrote that the "lack of coordination" in the World Languages program has resulted in low

community support and parent involvement in the program. In response to the question of whether or not schools in the district inform the public and increase support for World Languages, his only reply was "No. No coordinator." Although he acts as supervisor of the program, the other demands of his position as Assistant Superintendent do not allow him enough opportunity to publicize the progress in the language program to the community. His survey responses indicate that he believes a World Languages Coordinator might have a greater ability to increase the support for World Languages in the community. Comments by teachers supported his viewpoint. They said that few parents, if any, participate in their classes and that they would like to have more guests in their classrooms. A coordinator could strengthen the language curriculum by fostering closer links between the school, parents, and other members of the community. In response to whether or not the Northville curriculum reflected the goals and standards of the Massachusetts World Languages Frameworks Mr. Norton simply wrote in his survey "[I] don't know." Several teachers also said that they needed more direction about the frameworks and the way to implement them in their school's program.

Another responsibility Mr. Norton has is the recruitment of faculty for the World Languages program. The Assistant Superintendent and principal, who both share the responsibility for recruiting and hiring language teachers in the system, find it difficult to locate qualified candidates for vacancies in the World Languages department. Mr. Norton wrote in his survey that the "need for middle and elementary trained World Languages teachers will

increase" as language programs expand and that there is a lack of "certified staff" in Northville who are equipped to teach languages to elementary learners. He also has the need to find teachers who are economical for the school district's budget because school funding is limited and the budget for World Languages has not increased.

There is no chairperson for the World Languages department in any of the schools. The individual school principals oversee the language programs and evaluate the teachers in the department. They also hold much of the responsibility for hiring language teachers within the school. When discussing the latest search for a World Languages teacher, Ms. King, a language teacher who had been the department head in the high school until the beginning of the 1996-1997 school year, said:

> ...who's responsible [for finding new language teachers]? Well, the principal of course. And he asked one of the other language teachers if she would make some phone calls. And she did. She called Assumption [College], Holy Cross, places like UMASS, places like that.

The principal relies on the other language teachers for assistance in finding new teachers and sometimes requests that they phone local contacts for references. The district has had a recent inability to retain new World Languages teachers. In the last few years, several of the teachers who were hired subsequently left the system after working there for only a few months. She attributed the World Languages department's problems with new hires to last-minute teacher resignations and the district's hesitation in posting advertisements early enough to attract the most able teachers.

Disorganized recruiting methods and poor coordination among the personnel involved in the hiring process account for some of the delay in advertising vacancies. Ms. King often has found it necessary to rely on the job bank that is a service to members of the Massachusetts Foreign Language Association (MaFLA) for assistance in finding a teacher. Responding to how she helps to select new staff members, she responded:

> It's whoever is available. I was department head and traditionally when I was department head [Northville] does not look for teachers, does not place ads in the papers until late July. I would call MaFLA and I would get the same story: '...the good people are gone. We have a group here. --He's available. Hire him this year,...[if] he's bad, you let him go. Maybe next year you'll get someone else.' We always wait until the last minute and get everybody's leftovers.

The former department head noted that when looking for an ideal candidate for an open position, she searches for a teacher who is a native speaker of the language, is qualified to teach more than one language, and is properly certified by the state. She complained of the difficulty, however, of locating candidates who meet all those specifications. Several teachers who participated in the study and who are currently employed in the system showed concern for their students and mentioned that they spend additional time after school with their students to provide extra tutoring.

In the high school, there are five full-time language teachers who each instruct five classes. None of the teachers at the high school level is a native speaker of the language he or she teaches. Ms. King is a native speaker of French, although she does not teach that language. During the 1997-1998 school year, there were 13

Spanish, 7 Latin, and 5 French classes. Most teachers taught all their classes in one of those languages. One teacher, whose expertise is in Latin, taught a Spanish class in addition to four lower-level Latin classes. Referring to his abilities in teaching Spanish, a colleague mentioned,

> The man teaching basically Latin and one Spanish class does a lot of worksheets with the book because he is not that comfortable teaching Spanish. We had a tough time finding a combination Spanish/Latin teacher.

Three of the five teachers in the department have taught in the program for a number of years. One teaches French, another Spanish, and the third teaches Latin. One of those teachers remarked that it is more difficult for them than it is for the newer teachers to adapt to some of the new teaching methods and complete additional course work, two important features of education reform in the state. New education reform guidelines now require teachers to maintain their teaching certification by earning 120 Professional Development Points (1 PDP = 1 hour), or 8 graduate credit hours of educational course work, or 12 Continuing Education Units (CEUS) in some combination that equals 120 PDPs in a five year period. At least 50% (sixty PDPs) of that work must be in the educator's area of certification while the remaining 50% may be in general education topics. In order for a teacher to maintain each additional certificate, the teacher must complete an extra thirty PDPs in the area of that certificate. The deadline for completing this work has been extended from June 18, 1998 to June 18, 1999 (Massachusetts Teachers Association, 1998).

One of the three senior high school teachers protested that the age of the school faculty has had a negative effect on their interest and motivation to enroll in courses, programs, and professional development seminars that are now required for maintaining certification. The school has predominantly older teachers, many of whom are close to retirement. Those senior faculty members do not feel impelled to enroll in professional development work because they will retire before the state can hold them accountable for the new requirements. She also said that other faculty members do not value further professional development because they already have had so much experience in teaching and do not feel they need improvement. She explained that it had been over five years since she had enrolled in a graduate class. She is losing excitement about her job because of the continuous loss of staff, the lack of enthusiasm among the more experienced teachers for trying new ideas, and the need for good inservice training from the school department to help provide more guidance. Admitting that she needed more inspiration and training, she said "I'm in that old staff too, I mean, I'm not pointing the finger at other people. I need to be shaken up too."

Neither the senior Latin nor French teacher had recently taken a course for professional development. However, both are experienced and hold advanced degrees. The French teacher has a Master's Degree and has earned an additional 42 credits toward a doctoral degree. The Latin teacher has a Doctorate but has not taken a course since he completed his degree many years ago. That Latin teacher has been with the language program for over 21 years and

teaches primarily the upper-level Latin III and IV classes. Members of the department attribute the success and continuity of the Latin program to him. While many systems once offering Latin classes no longer offer them as part of their language curriculum, students in Northville have had the consistent opportunity to study the language for many years. Teachers commented that the support and desire to maintain the Latin program comes from its long tradition in the town and the influence from many of the students' own parents, themselves students of Latin in the same high school. Two teachers noted that a high percentage of students study Latin because of the teacher's personality and his popularity among the students.

One of the less experienced Latin teachers, Mr. Roman, has been with the Northville school system for five years. He teaches lower-level Latin courses and has not yet taught Latin III or IV. Although the school system is extending its language program to the middle schools, Latin is not part of those plans and is still only a part of the high school World Languages curriculum. Massachusetts' new World Languages curriculum framework encompasses the study of Latin in its definition of World Language even though it is not a modern language. The framework values the more modern languages as well as the ancient languages in which they have their roots. In the lower-level Latin classes, the teacher introduces students to the language and its structure. He concentrates on grammar and prepares students so that they are able to do readings in the language in the upper-level classes. He acknowledges that even though the new state framework stresses increasing students' oral skills in the languages they study, he feels that it is difficult to do

in Latin. The increasing numbers of students who study Spanish have necessitated additional class sections in that language and the Latin teacher now must also teach one introductory-level Spanish class.

In addition to Ms. King, the former high school World Languages department head, a teacher who joined the department within the past year is the other full-time Spanish teacher. For the past two years since Ms. King resigned as the high school department head the department has not had a chairperson because nobody else has agreed to fill the position. The attraction of an extra free period during the school day and the added stipend that accompanies that job have not been enticing enough to encourage anyone to apply for the position. The stipend increased from one to four thousand dollars since the Spanish teacher resigned, but she said she refuses to accept any responsibility for the direction of the program because in the past, she felt that her decisions and recommendations for the World Languages department were not supported by the school administration. Describing her reasons for stepping down from the position, she said:

> Part of it was my principal. I felt we didn't get enough support from him. There was an issue of a teacher who I have been observing for a few years, who made no attempts to get any better, who never really had a good lesson plan. And I spoke to my principal about this...When June came, he let that person go but he rehired him over the summer after having observed that man twice in three years. And I said, 'I 'mout of here.' That had a lot to do with it...when I tell you [that] for two and half years there is a problem and you don't see, [or] do anything about it...I'm not beating my head against a brick wall.

Even though she no longer officially oversees the department, in

some respects she still fills in as the department's director. The principal, for example, relies on her assistance to recruit new teachers and relied on her to coordinate my interviews in the school system.

One of the middle schools has one full-time non-native language teacher of Spanish and another part-time native Spanish speaker. Miss Santo, the full-time language teacher, is in her second year in that school system, after having had previous experience teaching World Languages in a nearby private school. Her native Spanish-speaking colleague is a replacement for another teacher who served in the same position for only a few months. The newer teacher is the third person to occupy the position in the past year and a half. Miss Santo appreciates the assistance of her recently-hired colleague and commented that the resignation of the previous teacher at midyear caused an upheaval for the students. The full-time teacher also prefers to work with the new native-speaking teacher because during the previous year, she had difficulties communicating with the other language teacher and was unable to coordinate the curriculum in their classes. As a result, students in each class studied different topics. After the arrival of the new teacher, the principal granted the two current teachers time during the school day to prepare a common curriculum for the coming year.

At Northville's second middle school, there are two full-time teachers, one who teaches five Spanish classes and the other who has two Spanish and three French classes. Both teachers at the school are native speakers of the languages they teach. The native speaker of Spanish has not had experience teaching Spanish to

English-speakers although during the previous year, he had taught English to Spanish-speakers in the school's bilingual program. Prior to that, he had taught English to native Spanish-speakers in Colombia.

Ms. Dumont, the native French-speaking teacher, is from Haiti where she also acquired skills in Spanish because of the language influence of the nearby Dominican Republic. Her knowledge of the two languages enables her to effectively use each language in both her Spanish and French classes. She indicated how she uses her knowledge of the two languages and cultures as she explained the "cross research" that she encourages her students to do when they work on projects in her Spanish and French classes. Whenever students in a French or Spanish class, for example, study a foreign country, she points out that they must pay attention to influences in that country that come from other cultures. She uses Hispaniola as an illustration, explaining the variety of languages that people speak there. In the two countries on that small Caribbean island, many people in Haiti speak Haitian Creole, a French-based creole while in the Dominican Republic Spanish is the official language. There is a mix of cultural as well as linguistic influences between the two nations. Ms. Dumont discusses those differences with her students and avoids teaching one language in isolation from others. As a result, students in her classes learn how languages are inter-related and linked to their own because of their common Latin roots. Her technique reflects the World Languages curriculum's strand of connecting and it is an appropriate introduction to the high school

language program in which students have the opportunity to study French, Spanish and Latin.

Aside from the World Languages teachers, Mr. Norton pointed out that there are several other members of the faculty and staff in the Northville schools who are able to speak the languages that are taught in the language department and used by the school's minority students. There are over 70 teachers, aides, and staff members in the system who speak Spanish, French, and Hmong. The Assistant Superintendent and language teachers mentioned the benefits that staff members who speak second languages provide for the school. In the guidance office, for example, there is a Spanish-speaking parent liaison who is able to interpret for the school and assist Spanish-speaking parents who are unable to communicate in English. The office also has a Spanish-speaking guidance counselor who is able to communicate with students and adults and encourage second language study.

Bilingual staff members and guidance counselors are helpful in arranging students' schedules and ensuring that students take all the required courses for graduation. According to the student handbook, students are not required to study a language for graduation. However, they must complete courses in several other mandatory disciplines and earn a minimum of 220 credits to graduate. Students earn 10 credits for successfully completing a language course that the school counts as an elective rather than a core academic subject in satisfying graduation requirements. One high school teacher said that after taking all the necessary core requirements for graduation, there are only a limited number of electives left available to

students. Each student needs to have seven classes per day, and because of the lack of other alternatives, teachers feel that students have been taking language classes in greater numbers with no genuine interest in studying a language.

It is difficult to provide an accurate analysis of the precise cost of Northville's World Languages program because of the unavailability of figures. The Assistant Superintendent indicated that the average per pupil yearly expenditure for the World Languages program is not recorded by category. However, he estimated salaries for the entire middle school program to total between $100,000 and $120,000, and for the high school to be between $200,000 and $210,000. The Massachusetts Department of Education calculates an integrated per pupil cost for each city and town in the state. The figure is the average cost of education for all students in a community regardless of where they attend school. Although the figure cannot indicate the amount that a district spends per pupil for a language program, it can provide additional information to help compare the three systems in this study. The Massachusetts Department of Education's April, 1997 study on per pupil expenditures reports that for the 1995 fiscal year, the average per pupil expenditure in this Northville was $5,634 (MDOE, 1996b). That figure was higher than the same measure for each of the communities that follow.

Southbury

The Massachusetts Department of Education also classifies Southbury, the second and smallest of the three participating

communities, as an urban center, although it is incorporated as a town unlike the other two communities. The town, located in the southern part of the county, is more rural and its population is less than half that of the area previously profiled. The town is in a semi-rural region surrounded by other residential communities, forests, and lakes. Its environs provide resources for fishing, boating, hiking, picnicking, jogging, and other recreational activities. Southbury's 1990 population of 17,816 is projected to grow to 18,887 by the year 2000. Manufacturing, service industries, and wholesale and retail trade were the main areas of employment at the time of the 1990 census. Similar to Northville, the town has an industrial heritage. Fiberoptic technology, cutlery manufacturing, and tool and die making are primary industries in the area. Since the time of the census, some business in these fields has left the area and caused an economic shift that has impacted residents who are dependent on those trades.

Certain educational characteristics of residents also closely resemble those in Northville. In 1990, a little over 12% of Southbury residents held a bachelor's degree or higher, and 77% of the class of 1977 had plans to attend a two or four-year college (DHCD, MDOE, 1998). Hispanics and Asian/Pacific Islanders are the largest minority groups in the school and in the town. In 1990, 11.7% of the town's residents were at or below the poverty level, slightly lower than the percentile in Northville (DHCD, 1998). In the last ten years, there has been a growth in subsidized housing in the town and most residences in the town were built before 1950. Many

houses and buildings seem worn by time and there are few modern buildings.

Southbury has five schools and children who are five years old by the end of December can enroll in one of the three elementary schools (K-5) that the community recently has renovated. There is also one middle school (6-8) and one high school (9-12). Students can enter a regional vocational technical school in place of attending the public high school. As in the town's general population, Hispanics constitute the largest minority group in the schools. During the 1997-1998 school year, almost 32% of the 2560 students in the district were Hispanic, while the average state percentile for the same group was almost 10%. During the same school year, there were 720 students whose native language is not English residing in the district. Hispanics made up the largest portion of that group with 647 students. The other two significantly large groups in the same category consisted of 38 Lao and 16 Polish students. All the students unable to perform ordinary classwork in English were either Spanish (184 students) or Lao (5 students) (MDOE, 1998, 1997b, 1997e).

School and World Languages Program

Southbury has offered French and Spanish classes continually for thirty years. Although no longer a part of the curriculum, Latin was also previously offered in the schools. The high school program in the town offers a fifth level of both French and Spanish because it has a feeder school with a World Languages program in those two languages in the seventh and eighth grades.

Upon entry to the high school language program, instructors try to ensure the appropriate placement of native language speakers in a course that will most effectively help them improve their language abilities. Students with some native language proficiency have a five to ten minute oral entrance quiz for placement in the most suitable level. During the assessment, students are asked to describe events in a series of pictures that are used as cues. A writing sample accompanies the oral entrance work to help assess each native speaker's ability to read, write, and communicate in different verb tenses. On that test, teachers look for the correct use of verb forms and knowledge of vocabulary. The assessment helps them determine students' strengths, weaknesses, knowledge of the language, and skill levels. Results from the test help them decide in which level the student would receive the greatest benefit from further language study. The screening is an aid that helps them provide greater challenges for native speakers in the areas of reading, writing and the expansion of vocabulary.

The study of a language is not mandatory for graduation in Southbury, and as an elective subject, it is second in popularity to music. The high school World Languages department head, Mr. Shea, believes that within a few years there will be a language requirement for graduation although he had no details on what the requirement would be. In the first year of language study, students who have no previous knowledge of the language are placed into a lower-level class. The chairperson of the language department said that students in introductory classes work on grammar topics such as person, number, and tense which he feels are difficult concepts

for students beginning a new language. Students who must repeat the course and those who might have previous knowledge of the language enroll in the higher-level first year class. Advancement to each subsequent course depends on successful completion of the prior level.

During the first semester of the Spanish and French IV and V courses, teachers conduct a complete review of grammar to ensure that all students have thoroughly learned basic language usage rules in the introductory levels. In general, teachers focus more on oral and written proficiency in those courses and do not spend as much time covering grammar as was done in the past. After reviewing grammar, students spend time reading, writing, and discussing various topics. At each stage or level, there is an "honors" program for more advanced students as well as a "standard" program for others. Placement in each level depends on students' grades and recommendations from their teachers. Students with A's and B's typically follow the honors curriculum while students who receive C's and sometimes D's study in standard courses. Although there are different tracks, the department chairperson said that, to some degree, classes are heterogeneous.

Currently, middle school students who read at grade level or above in English are eligible to take a second language in grades 7 and 8. Dr. Fuentes, the department head at the middle school, indicated in his survey that when students successfully complete the middle school language program, they essentially cover the equivalent of the material that older students have in the first-level high school course. Middle school teachers use a an upper level

textbook that corresponds with the French and Spanish program in the high school. Dr. Fuentes commented in his survey that the language teachers at his school

> ...use a high school textbook in order to coincide with the French I and Spanish I programs at [the high school]. We find that this text is quite incomprehensible for this age group. We have to break the chapters down into smaller, more manageable chunks. We are always substituting, reinforcing, reviewing, and reteaching.

He acknowledges and understands the need to work in isolation from the text at times. He believes that when the middle school students who have studied a language enter high school, most are prepared to enter the second-level Spanish course because of the effectiveness of the middle school's treatment of textbook content.

The ratio of students learning the two languages at the high school is the reverse of the ratio in the middle school. At the middle school, more students enroll in French classes than in Spanish: there are 198 enrolled in French while only 76 enrolled in Spanish. In the high school, 188 students study Spanish and only 79 study French. Despite the greater numbers of students studying Spanish at the high school level, the department was unable to offer the Spanish V course for the 1997-1998 school year. Enrollment in World Languages courses drops off considerably after the third level and during the past school year, the department head said enrollment was too low to justify a Spanish V class.

The high school World Languages chairperson numbered 73 Hispanic students in his department's World Languages classes. The largest part of that group, 65 students, studied Spanish and the

remaining 8 studied French. It was not definite if all were native speakers of Spanish. However, teachers from both the high and middle schools commented on the benefit of having native and non-native speakers in the same class. One teacher in the middle school pointed out that native speakers often add to discussions about cultural topics and can model vocabulary and pronunciation for classmates. A high school teacher said that the greater number of activities in the students' textbooks requiring oral practice enable groupings of native and non-native speakers for those exercises. In his interview he said:

> We benefit in terms of paired activity. We often times have enough...second or third generation Hispanics who come in with a background knowledge orally of their language...It allows us to pair kids up with...authentic language speakers...and it works to the advantage of everybody. The kids get a chance...to know actual vocabulary which they would not necessarily have picked up in their home environments. It allows our Anglo kids to interact in a very direct way with authentic speakers which I think is the basic issue. It allows for a certain amount of creativity when you're working in trying to create dialogues with extemporaneous dialogue creations. Those kids who have native ability, in terms of oral speaking, come in and create something and it works to help out the English kids greatly rather than having to spend a whole period just coming up with an idea that works. So, there's a distinct advantage.

In pair work, native speakers have the opportunity to take the role of teacher. More proficient students can help their group understand material and proceed with an assignment when the classroom teacher is busy with other students. Language teachers recognized the benefits of having native and non-native speakers work together.

However, they had not explored any possibility of working more closely with the school's Bilingual Education department.

Recent Curriculum Revisions

Within the past few years, Southbury's World Languages department has made several changes to its curriculum. High school language classes have been making greater efforts to integrate a greater use of technology and emphasize the teaching of culture. Middle and high school department heads indicated that in the 1998-1999 school year, there were also plans to expand the language department by including additional learners at each level. The middle school language department head noted that the middle school language program recently enlarged to include sixth grade students.

The high school World Languages department plans to add a new Spanish I and a Spanish II Special Education course to the existing high school curriculum. Mr. Shea, the high school language director, said during his interview that special needs students had not studied World Languages in large numbers until recently. In the last few years there have been increasing numbers of students with learning differences who have enrolled in language classes. World Languages teachers found it difficult to assess Special Education students in the same way as they do other students in their classes. In order to account for some of their learning differences, for example, teachers felt that it was necessary to allow them additional time to complete assignments or work on tests. Other students in the same classes considered the special accommodations

made for Special Education students to be unfair. They wanted the same privileges for themselves although teachers felt that the same modifications were not necessary for all students. In order to prevent tensions and to accommodate the needs of each student, teachers expressed interest in creating an improved curricular adjustment to meet their students' learning styles.

In consultation with teachers from the Special Education department, the language teachers have been designing the Spanish I and Spanish II Special Education classes to allow more flexibility in grading and to enable special needs students to satisfy requirements for college entrance. Placement in the two classes, that will be available only in Spanish, depends upon recommendations by the Special Education department. Currently there are no arrangements to have aides in the new language classes as in the other classes offered by the Special Education department.

The classes will differ from the traditional World Languages classes by offering more oral, written, and visual work and students will have less structured exams. Teachers will modify lessons to reflect the way special needs students receive instruction in their other classes by allowing untimed tests, supplying greater visual stimuli, and helping them to carefully study vocabulary word lists. Teachers will increase computer use, plan hands-on work, and not rely solely on the textbook. When students reach the second-level Special Education World Languages course, teachers acknowledge that students may have difficulties recalling information from the first year. The second-year class will make reasonable adjustments so that the transition between the two levels will not put them at a

disadvantage. The high school World Languages chairman claimed that the addition of the two classes for students with learning differences will improve the curriculum by recognizing the needs of Special Education students and offering them a more individualized program. The instructional methods that the department plans to use for the Special Education students seemed to be ones that would benefit other language students as well.

The World Languages teachers recently made another addition to the language curriculum. In April of 1993, high school language teachers formed a study group to evaluate their curriculum. Teachers felt that their curriculum needed revision to support the new framework's strand of culture. The following year they worked to rectify the problem by developing seventeen to twenty cultural lessons for the department's curriculum in French and Spanish that supplant the culture in the texts and meet requirements of the framework. The entire high school World Languages faculty worked for six weeks and completed their work in the spring of 1994. Mr. Shea said that teachers worked one day per week until they completed their work and each received a small stipend from the school system. He said that he also maintained their motivation by providing them with dinner when there were extended meetings.

The department members gathered material from various sources, including high school textbooks and other cultural curricula used in business and international schools. They used those materials as resources in selecting important lessons for students. Each new lesson in the series includes a description of a cultural situation, questions for students to answer, and topics for class

discussion. Teachers discuss each topic with their class in English in the introductory-level courses and use the target language for discussions in the upper levels. In each lesson, students individually assess a situation and select a culturally appropriate response for a question based on its theme. When students finish personal responses, they explain their rationale for their decisions to others. Subsequently, the teacher reveals what might be a culturally appropriate response for the situation. The students analyze cultural differences and how various interpretations could get them in and out of trouble.

The culture lessons complement the language instruction in each class and provide teachers with greater direction in integrating culture and language. The lessons elaborate the curriculum and give additional specification of the subject matter. The lessons also give students an opportunity to work with each other, examine their own culture, and contrast it with other cultures. However, the department head noted that it was too early to determine the success of the changes because teachers only had begun using the lessons a short while earlier. He also said that teachers were not using the lessons as often as they originally had planned.

Greater integration of technology in the language classes has been made possible through the use of the department's new SONY LC8000 computerized language lab. The lab, now in its third year of use, allows teachers to combine traditional language lab functions with audio, video, laser disc, and recent computerized technology. The new media center is used to help students achieve the objectives of their courses. While demonstrating features of the

new equipment, the language director explained that he had continuously requested financing for a new lab for more than fifteen years. It was not until the end of a recent school year that he received $76,000 as part of a school grant to purchase the equipment. The newly installed lab is in its own classroom and has 12 computerized work stations for students. During his interview, the World Languages department head explained that the teachers and students are growing more accustomed to the new technology and that there are plans to expand the facility with another 12 stations.

The expense for the additional units will be considerably less than the charge for the main control station and the first set of computers. The estimated cost for the expansion, doubling the lab's original capacity for students, is approximately $36,000. Southbury residents, who have visited the school for demonstrations, have an interest in the technological improvements and have shown their support for the facility. The department head encourages members of language departments in other communities to visit the lab for demonstrations and as a result, the school has received many guests.

Use of the lab is exclusively for language classes and each of the five teachers in the department has one scheduled day per week in the room. The technology enables teachers to make use of all the ancillary materials that accompany the students' texts, including CDs, computer programs, overhead transparencies, and video and audio cassettes. The students have individual cassettes on which they make periodic recorded entries to add to their portfolios.

Student recordings give teachers greater ability to assess oral language skills and the progress that students make.

An important tool that teachers now use to assess students' work is the portfolio. Students' portfolios include a wide sampling of their work ranging from audiocassettes of responses recorded in the language lab throughout the year to samples of written work. Portfolio assessment has given teachers the chance to clearly mark the improvements in a student's performance over time. Teachers can examine the improvement in a student's pronunciation, for example, by listening to a recording of the same written passage read at different times during the year and comparing the student's accent and performance. Similarly, portfolios can contain other samples of student work such as videos of group dialogues, artwork, stories, dictation, and exams, and teachers try to use a wide variety of those evaluation methods.

At the beginning of the year, parents receive detailed information about the lab and a consent form must be signed and returned in order for a student to use the laboratory equipment. The forms parents receive inform them of the high cost of the equipment, and those who grant children permission to use the facility must accept the liability for repairs for any intentional damage caused by a son or daughter. The school issues the notices to publicize the lab's availability for students and to discourage mistreatment of the equipment. Students whose parents do not consent to the liability are unable to use the technology. However most, if not all, of the parents who receive the notices agree to the conditions and are enthusiastic about the use of current technology

in the school. As a result, students are more responsible when using the computers and have maintained the equipment well.

Although the department takes pride in the new technology, teachers mentioned that it can be awkward to use at times. When large classes visit the lab classroom, sometimes many students in the class are unable to use the equipment because of the limited number of computers. Teachers have found that in large classes, it is best to have students alternate turns using the computers, so every other week some students use one of the computerized lab stations while their other classmates complete a separate assignment. Consequently, teachers must prepare two assignments, one for the students who are unable to use the lab and another for the students who have a computer terminal. The addition of computers and workstations will lessen that inconvenience.

Other times teachers feel uncomfortable using the lab, claiming that they do not have extensive knowledge of computers, are not able to use all the capabilities of the system, and need more training. However, the company that installed the lab maintains a relationship with the school. When representatives from the company return periodically to update and service the lab, they try to provide additional tutoring on its use. As teachers have greater experience using the equipment, they will increase their familiarity with the technology. Although the other World Languages classrooms at the high school lack computers and there is only one per language classroom in the middle school, the addition of the computer laboratory has provided great technical advancement for the curriculum and language program.

World Languages Supervision and Support

It is the responsibility of the World Languages department head in each building to direct the program in the individual buildings. There is no district-wide language coordinator because the language program is limited to two schools. According to Dr. Fuentes who is the language chairperson at the middle school, a primary responsibility for administrators is to ensure that Southbury's language program follows the new curriculum frameworks. Principals and department heads must work together to establish and oversee the language program, make budget recommendations, and hire staff. The high school director said that the building administrators supervise the language program indirectly by allowing department members to do their work with little influence from them.

The directors indicated that there are no official connections between the Bilingual/ESL program and the World Languages department, and the high school department head noted that only slight connections exist inasmuch as there are a few bilingual students in the language classes. Within each building teachers meet with members of their own department to schedule and coordinate activities and curriculum in their discipline. Mr. Shea said that the language department acts as its "own committee" when drafting curriculum revisions. He feels that the administration has "minimal influence" on the changes it makes because members of the department are able to work responsibly with one another and without the direct supervision of the building administration. Responding to the type of role that administrators

have in the World Languages program, he wrote in his survey:

> Very little. They allow for [course] sections to be created and run. They influence the program indirectly in that they allow us to do our work with little influence.

The recent creation of the cultural curriculum is an example of the type of work his department members have done independently. However, he also noted the importance of receiving assistance from other departments and members of the community. The Special Education department, for example, provided additional consultation for the development of the course for special needs students and community funding assisted the department in acquiring new technology. In the high school, the language director stressed the importance of coordination among individual teachers who can help recruit students for the language program, guidance counselors who schedule students in the proper classes, and directors and administrators who assign teachers to the classes.

A former middle school language teacher who now works at the high school said that communication between the language departments at both schools is neither frequent nor extensive. Previously, language teachers from the two schools were able to have meetings together from time to time during the course of the school day. When professional development days for teachers were scheduled at more frequent intervals in the school calendar, instructors from the different schools had opportunities to use those days to work together. However in recent years, there has been a reduction in professional development during the course of the school day, and as a result, it has been difficult for the

departments at each school to have joint meetings. The usual contact that the two departments now have is the exchange of information concerning the recommendations and enrollment for incoming middle school students. Information from the middle school assists the guidance department and language teachers in placing students in high school classes.

The school system hires new teachers by posting job openings, advertising in local papers, using personal contacts, and relying on the job bank at MaFLA. The middle school has not hired a teacher for the past four years, but would be searching for an instructor qualified to teach Spanish and French for the 1998-1999 school year. They planned to look for a candidate who would be able to assist with the addition of the sixth grade language classes. The last time the system searched for a new World Languages instructor there were few applicants and the director indicated that it may take some time to find a qualified candidate. If the school system is able to begin an elementary education program in the near future, there will be additional demands on the budget and on locating teachers who are qualified to teach languages at the elementary level.

Mr. Shea indicated that the language department can receive support from increased contact with others in the school and community. He believes, however, that time constraints prevent him from actively focusing on communication. Citing the effectiveness of publicity given to developments such as the acquisition of the language lab and new technology, he believes that it is possible to improve the language curriculum by becoming involved with the

Southbury community. Strong parental support will be necessary for extending the language program to the sixth grade and later to students in the elementary school. Parents regularly receive progress reports, a quarterly report card, and at times phone calls regarding their child. They also periodically receive information through the school newsletter about events in the department and in the school. There was little other evidence of direct relations between the language department and parents.

A World Languages teacher explained that language teachers try to use the growing diversity in the community to bolster the language program by welcoming people from different cultural and ethnic backgrounds to the school. One teacher said that a way schools can encourage greater involvement is by accepting students and their culture and finding ways to let them share it with others. She said that she had organized international day celebrations during which representatives from various ethnic groups in the city gave presentations. She feels that several of these types of events that she organized in connection with the language program have made the community more aware of the World Languages curriculum. When asked if there were other ways in which community members were involved in the program however, she could not give additional examples of their participation.

The department's cultural activities are primarily celebratory. Middle school teachers, for example, have taken students on fieldtrips to plays and have had parties to recognize international holidays such as Mardi Gras with them. Dances, food, and parades have been part of celebrations that extend beyond the Spanish and

French cultures. One teacher described the type of ethnic celebrations that the department sponsors:

> We had an international day....We tried to involve as many ethnic groups as possible....This is a very large, Hispanic-concentrated area, and with such a large population, what we did, we had dances, we had food, and we tried to involve other ethnic groups.

They plan international celebrations to connect with the World Languages curriculum as a way to increase students' interest in learning about others. Teachers have also invited members of the community to give cultural presentations and demonstrations for students. Teachers obtained additional support for their programs by announcing each activity to local newspapers and contacting local organizations such as area social clubs and churches in order to publicize events. At a recent middle school international day sponsored by Spanish classes, organizers included representatives from the Italian, Polish, Indo-Chinese, and Laotian communities. One man also modeled a traditional African costume and in the library another woman gave a presentation about Ireland for students. Many of the department's cultural activities encourage community support by inviting representatives of local ethnic communities to come into the schools, to speak with classes, and explain their culture and history in the community.

It is difficult to provide an idea of the entire expense for the language program or its exact cost per student in Southbury. Neither language department head was able to provide an estimate. However, the integrated per pupil cost for all programs in the 1995

fiscal year was $4,888 (MDOE, 1996b). That figure is $746 less than the same figure that same year for Northville.

Centerfield

The third and largest of the participating systems is an urban center located almost midway between the other two communities. The population of the city is almost four and a half times the size of Northville, the next largest community in the study. Its population is expected to grow to over 183,000 people by the year 2000 (DHCD, 1998). Many residents live in three decker houses and there are also neighborhoods with older, single family homes. There are several parks, playgrounds, and recreational facilities throughout the city and recently constructed markets and malls that draw shoppers from other communities.

The city's designation as a railway hub led to its growth as an industrial center with a focus on manufacturing. In recent years the city has become more economically diverse. Many factories still operate in the area; however some factory buildings have been demolished or renovated into shops and restaurants. The city is now a biotechnology center and it has a concentration of research facilities, hospitals, and medical buildings. There are several colleges in the community and its science center, art museum, libraries, and galleries are among several other cultural resources that also sponsor educational programs. The educational institutions are one of Centerfield's major attractions and in comparison to the other two urban areas, a larger percentile of the population in the city held bachelor's degrees in 1990 (18.9%). More

1997 high school graduates also had plans to study in college (82.2%) (DHCD, MDOE, 1998).

Similar to the other two areas in the sample, the community is more ethnically diverse than other communities in the state. Information from the Massachusetts Department of Education for the 1997-1998 school year indicates that there are high numbers of minority students in the system, including a population that is nearly 27% Hispanic, 10% African American, and 7% Asian (MDOE, 1998). The area is unique from the two previous communities because in addition to the large Hispanic and Vietnamese populations, there are large groups of students of other ethnicities in the community whose first language is not English. The Department of Education reported that among the 23,965 students in the district during the 1997-1998 school year, there were 145 Albanian and 109 Polish speakers in addition to the 3,863 Hispanic and 938 Vietnamese students whose first language is not English (1997b, 1997e). The department of Education estimates that 7% of students in the district were LEP during the same school year and that the largest numbers of students who were unable to perform ordinary classwork in English included 1,274 Hispanic, 175 Vietnamese, 97 Albanian, 33 Portuguese, and 22 Polish students (MDOE, 1997a, 1998). According to the 1990 census, slightly over 15% of the population lived at the poverty level while the rate was only 8.9% statewide (DHCD, 1998). In the 1997-1998 school year almost 46% of the students in Centerfield were eligible for a free or reduced lunch compared to a 25.9% rate statewide (MDOE, 1998).

School System and Special Programs

The Centerfield public educational system is considerably larger than those in the previous two communities. It has 49 schools, consisting of 40 elementary (K-8), 5 middle (7-8), and 4 high (9-12) schools. The city is renovating some of the aging school buildings by building additions and modernizing them. In addition to the four public high schools there is a vocational educational program for students interested in learning trades. Students who are five years old by December 31 are eligible to enroll in school. For enrollment and informational purposes, there is a centrally located office that is separate from the school department's regular administration office. The center communicates with principals, parents, and other support staff so that parents have all necessary information when they make enrollment decisions. Some center staff members are able to communicate in Spanish and Vietnamese in order to provide native language assistance for parents. Staff members at the center also speak languages such as Greek and other less common native languages of students in the district. The school system's bilingual department is advantageously located at the same site and is able to work closely with the center and assist with additional languages.

The center provides parents with pertinent information they need to select the proper school for a child. Personnel offer publications about Centerfield's schools and the programs available at each site. Because there are many city schools and options for students, the publications indicate the special programs at certain schools. Parents can also obtain copies of course description

booklets that indicate a school's course offerings. Buildings at each level have similar course offerings in major academic disciplines to enable students to transfer from one school to another and enroll in parallel courses. The Centerfield language program is currently updating the consistency of offerings throughout the system because different course levels and sequences exist from school to school. The differences make transitions difficult for students from middle school to high school or from one school to another and cause scheduling conflicts.

The system includes options such as early childhood education, inter- and intra-district choice, and magnet schools (MDOE, 1998). Middle and high school students entering grades 7, 9, and 11 are able to transfer to other schools that offer a program that is not available in a home district. The secondary schools in the city are able to accept 10 students from other secondary schools as long as the transfer does not affect the racial balance in either the receiving or sending school.

Each magnet has one or more specialty areas that the school uses to connect various disciplines and enhance the curriculum. One middle school's magnet program has an interdisciplinary curriculum stressing health, science, and career awareness and its theme continues in a secondary school that offers a Health/Science magnet in grades 9-12. Another high school has a magnet program for Fine Arts, Business, and Computer Science that connects with its feeder school's Arts and Computer Science magnet programs. A third middle school and high school offer a special program in Bio-Math.

Some Centerfield magnet programs in primary schools offer students the ability to learn languages at the elementary level. One elementary magnet school enables students to study Spanish and has an automated library in English and Spanish. The school's Parent Club provides multicultural programs for students and sponsors evening socials. The school also has a close alliance with two local colleges and a local business. Another nearby elementary school has a Parent Multicultural Committee that annually sponsors an international fair to celebrate the diversity of the student population.

The efforts that some schools in the district have made to teach language and culture and integrate students from diverse backgrounds do not yet seem adequate enough to promote the more advanced levels of multicultural education described in the literature. However, teachers in some Centerfield schools seem to be aware of the importance of recognizing every student and his or her background. An elementary World Languages teacher, for example, mentioned that she purposely personalizes questions in the target language for her learners, asking them about themselves in order to involve and interest them in her lessons. She also commented that in her classroom she often uses music and a variety of songs from different cultures during lessons. Students not only sing the songs in the target language and learn new vocabulary, but the teacher also claims that it is an effective way to connect language and culture. The teacher uses the music as a point of departure for teaching songs from other cultures and about the people from whose culture the songs have come.

Another magnet school coordinates a program with a Global Studies center at one of the local colleges. The school offers students a project-based curriculum with Global Studies as its theme. Students and teachers work with technological communications networks that enable students, parents, and teachers to talk with each other as well as to access information from many other sources. During the year, students explore their own community and country and how they relate to other regions of the world. Teachers work in organized clusters with students, using educational strategies that are commonly used in programs for gifted and talented learners. The program offers students the ability to study issues from around the globe, learn how a global economy affects their lives, and interact with others from all parts of the world.

Aside from magnet programs, there are a number of other curriculum initiatives at many other schools in Centerfield. For example, students can participate in A World of Difference, a national anti-bias education program that works to eradicate bigotry and prejudice by promoting a respect for diversity. During the past year, one Centerfield high school student shared a personal story of discrimination with keynote speaker Hillary Clinton and 10,000 other school students from New England at the annual World of Difference event in Boston. Many of the public schools have partnerships with local businesses and area colleges that benefit the businesses, students in higher education, and those in the city's public schools. The institutions of higher education, for example, adopt local schools and coordinate programs that form close links

between the two schools. There is a triad between professors, public school teachers and college students. College students receive pre-teacher training at institutions of higher education, work with their professors, and assist local public school teachers to complete a teacher preparation practicum which increases their knowledge of the teaching/learning process. Public school students benefit by having the inservice teachers as instructors and participating in activities sponsored by the partner institution. Some public school students also are able to study at area colleges and take courses in subjects such as Japanese, Russian, Chinese, and Arabic.

World Languages Program

Centerfield offers the most extensive World Languages program of the three school systems. It has a traditional language program for students in grades 7-12, and an elementary program is quickly growing as well. French and Spanish are the main World Languages that learners study at the elementary, middle, and high school levels. As in the other two communities, Spanish is the language that most students select. A small number of students study Latin at the middle and high school level, and a handful of students study German in high school. The system's World Languages liaison provided combined figures for the number of students studying each language offered at those three levels. During the 1997-1998 school year there were 45 Latin, 400 French, and 1,200 Spanish students in the seventh and eighth grades. At the high school level, there were 20 German, 125 Latin, 600 French, and

2,200 Spanish students in the program. At the 10 elementary schools where language is now part of the curriculum for students in grades K-3, there were 175 French and 1,220 Spanish students. The students in grades 4, 5, and 6 at those schools were not included in the language program in the 1997-1998 school year. However, the elementary program will grow to include students in grade 4 at those schools in the 1998-1999 school year.

There are a number of language courses in the sequence of study between grades 7 and 12. At the middle school level, there is a two-year introductory course in French and Spanish. Students take an Introductory Spanish/French Part 1 course in the seventh grade followed by a Spanish/French Part 2 course in the eighth grade. Those students who successfully complete the sequence continue in a level II course in the same language in the ninth grade. In addition to the traditional French/Spanish I course in the high school, the two-part introductory course is also available at that level and students who complete the two parts at the high school level receive level I credit. After the successful completion of either the introductory two-part course or the level I course, students are able continue the study of the language with levels II, III, and IV.

Due to the thorough coverage of the material in the introductory courses over two years, students who take level II courses or above receive "honors" level credit for purpose of class rank. If students take all currently available levels of either French or Spanish, the final level of study is determined by teacher recommendation. Students are recommended to either take French V/Spanish V at the honors level or an Advanced Placement (A.P.)

course in the same language. Latin is offered at some of the schools in levels I to IV. In cooperation with area colleges, high school students are able to study two levels of Arabic, Chinese, Japanese, Italian, and Russian for college credit as well. There were no indications though that any students were currently enrolled in any college programs.

The system has gradually been extending the language program to several of the elementary schools in Centerfield. During the 1997-1998 school year there were 10 schools offering either a Spanish or a French program to students in grades 1 through 3. The elementary language program began in Kindergarten a few years ago, and has extended each year as the children studying a language have advanced through each grade. Next year the program will be available to fourth grade students. In those schools where the language programs have begun, they are becoming well established. In the next few years it is expected that the elementary program in those schools will extend to grades 5 and 6 and enable interested students to have a continuous program of language study in grades K-12.

There are also some high schools in the system that offer two levels of honors Spanish in a course for native speakers. In one high school, the language department head believes that the program helps native speakers improve language structure but said that it is too difficult to judge its effectiveness because it has been offered for only a few years. She tracked and surveyed students who had taken the course the previous year to ask if the course had helped them. She was only able to find a few students who had taken the

course because many of the students had either moved or had not continued language study in the department. Those students she located said they preferred the course to others and indicated that it was helpful. They were able to advance to a level IV class the subsequent year and skip level III. She also said an important factor is that a native speaker teaches the class.

Other high school department heads said they would like to offer a class for native Spanish speakers, but low enrollment sometimes prevents it. In one of those schools, the department head said that the department had plans to offer a class for native speakers although low funding and lack of materials prevented it:

> I would really like to see it [a Spanish for native speakers class] and as soon as I get my books [for other classes]...I have a teacher who would like to teach the native speakers' class... She's a native speaker. She would be good at it and we're starting to look at books...I don't have the funding to get books...but I think that [course] would be an asset for native speakers to have.

Whenever those courses are not available for speakers of the target language, teachers understand the necessity to provide those learners with greater challenges. Language teachers said that in classes with mixed native and non-native speakers, the second language speakers make valuable contributions. Instructors pointed out that they add to discussions of culture and help with cooperative exercises now used more often in their classes.

Language teachers said that their work toward the city's new World Languages curriculum began several years ago when Dr. Peterson, the World Languages liaison informed them of the developing curriculum goals and standards in the state. In order to

plan the changes, the director established two committees, one for the secondary language program and another for the new elementary program. He invited teachers, parents, administrators, and curriculum personnel to serve as committee members and contribute so that plans would have input from many sources and so all those interested could participate in decisions. The committee consulted ACTFL's national World Languages standards and standards from other states. Members determined which concepts to present in each level so that all schools in the city can follow the same order. The group placed a stronger emphasis on oral proficiency and increased culture study.

Planners felt that new texts and materials were necessary for achieving the new standards. Teachers were encouraged to pilot various texts in their classes for a one-year period with their students. After using the texts, teachers who piloted materials presented and critiqued them for other teachers during meetings. Every teacher had the opportunity to preview and examine the texts and after field test presentations, the teachers selected one of the textbook series. In the 1996-1997 school year, teachers received funding for the text series for the first two levels in Spanish, French, and Latin and are hoping for funding for the advanced levels in 1998-1999. Teachers believe that they have a good understanding of the new standards, that the city is on target with the World Languages Framework, and that the new materials support the curriculum standards. A department head in one of the high schools reported in an interview that the textbooks

> ...coincide with the State Frameworks and provide the

opportunity for learning with stress on the target language because they are geared to all styles of learning with stress on cooperative learning, alternative assessment, and the use of technology.

The textbook program has accompanying instructional materials including workbooks, audio cassettes, computer discs, overhead transparencies, videotapes, assessments, and teacher guides. The liaison and teachers in Centerfield believe that the materials effectively complement the new curriculum and can integrate the use of technology. Teachers who have used the introductory level of the text in either French or Spanish are enthusiastic about the program and favor the text over ones used in the past. The textbook company also provided training sessions for the language teachers who use the new materials. Most teachers found the additional instruction helpful because they learned how to coordinate the large amount of supplementary material that accompanies the texts to plan effective lessons. However, one teacher felt that the training could have been more helpful if the materials were in full use and all teachers had experience using them, and another said that the training was at a time that was not convenient for all teachers.

Several World Language directors said that the acquisition of the material has not been uniform in all schools in the city. All teachers have not yet used the new books and some schools still need parts of the text program. A middle school language chairperson said that the text series was only available at her school in French and that Spanish classes need the materials. In another middle school that had not yet acquired any new texts,

teachers were gearing old materials to address the current curriculum. During an interview with Mrs. Sanchez, the World Languages department head at that middle school, she said:

> We've had problems...simply because we haven't had the texts. I think next year we're all going to be all set and everything will be 'go' with the new curriculum because of the texts. The new text that we have adopted is, you know, geared to that new curriculum. But right now we're going in about eighteen different directions, although what we've been trying to do is focus on, you know, the new frameworks and even with the old material, trying to do more of the communicative stuff....But right now it's been kind of a problem and there are going to be some transitional problems when these kids that are in the eighth grade go on to the ninth grade.

The other schools that have introductory-level materials still need to obtain the upper levels. Department heads said that as they receive money, they are purchasing the needed materials and noted that they are more affordable when the cost for them is spread over a few fiscal years.

The funding for the texts depends on the budget each building has and the way that building administrators distribute it among the departments. Some teachers allege that recent Massachusetts Comprehensive Assessment System (MCAS) testing that is based on the learning standards in the frameworks has had a negative influence on budget decisions. They feel, for example, that the testing, which aims to measure what students know and should be able to do, has prompted administrators to give priority to the needs of those disciplines in which students are already receiving assessments. One teacher said that she was without texts because:

> We haven't had the money. What they've been doing throughout the system is every year giving a real boost to a particular discipline. The English teachers a couple of years ago got oodles of money to get all new English books all across the system. And it just hasn't been World Languages' turn.

Consequently, there is less financial support for World Languages whose first state assessments are a few years away.

Teachers described several ways in which their teaching methods have changed since beginning Centerfield's new curriculum. Teachers place a greater emphasis on culture and communication and use a variety of teaching and assessment methods to address students' various learning styles. In class, teachers try to spend more time discussing culture and cultural differences. Instructors in several schools showed me displays and research projects that students had made and described the presentations that their students have done during class. Teachers had copies of student reports about Hispanic countries, peoples, leaders, and cultural differences. Student-made posters showing the benefits of learning second languages, mobiles, and students' reproductions of flags of various nations adorned the classrooms. Miss Spencer, a middle school department head in the system talked about examples of projects that students had recently completed:

> They have to have some sort of visual aid and then...present the material to the class. They have to say why they chose it, ...[and] what they got out of it. In other words, what did they think of the person? What did they think of the object? ....[Some example topics are]...Napoleon Bonaparte, Colombian coffee,....Algeria, Guatemala, [and] Ecuador.

Teachers regularly include assignments to stress the culture of people who speak the target languages and to contrast it to

students' own background. Students in one World Languages class in another middle school had recently completed culture projects and some had submitted them to the school's interdisciplinary projects fair. During an interview, Miss Spencer explained how she planned with the Social Studies department to have her students connect their culture projects in language classes to their other studies:

> We worked jointly, instead of having the students doing two separate projects, -one for Social Studies and one for their language class. We decided to incorporate the two so they did something that they could tie in to both Social Studies and the language class.

After college and high school students helped to judge the younger students' projects, the winners' work was entered in a city-wide project competition.

Teachers at a high school described other authentic assessment strategies that they use to determine students' performance:

> We use a variety of authentic assessment strategies, including listening skills, standard textbook tests, compositions, journal writing, oral reports, student created dialogues, vocabulary quizzes, posters, research papers, videos for culture, and student made videos.

Technology and computer work is a method teachers also integrate into their classes. Its use is growing but is still limited. The computers in the various buildings are located in the school library or in a computer room that teachers reserve in order to take classes there. Teachers have students use computers to do cultural research, complete a class assignment, or correspond in a target language with a pen pal. A few schools are computer magnets and

several have their own web page. A teacher in a computer magnet school said that the building has a computer lab with 20 computers and a full-time computer assistant for students. The World Languages chairperson in another school said that computer use is becoming increasingly important and that he was becoming more familiar with them in a computer course he was taking. He said a goal of his is to use technology in class as often as other members of his department.

In his written survey, Dr. Peterson stated that purchasing new technology for the schools system-wide is difficult because of its cost. One half of the teachers who were interviewed in Centerfield gave several reasons why they do not regularly use computers in their classes: They felt that they are not very familiar with computers, do not have sufficient software for all computers, or that it is hard to manage a class of students with only one or two terminals. In most schools, the World Languages department has only a few of its own computers and they are not available to students in every classroom. Ms. Reyes, a middle school department head, explained in an interview how the scarcity of computer hardware has prevented the use of the new computer software that accompanies the recently adopted textbooks:

> ...the software we haven't up until recently been able to use at all. We just recently got a computer in the language office and the only way that it works out is if somebody comes in the morning for extra help or after school. We put them in there and they can play with the different programs. We really don't as a classroom use it.

Mrs. Sanchez, a teacher in another middle school in Centerfield, discussed the attraction that the new technology has for students although there is a scarcity of computers in her classroom as well:

> I do have one of those CD-rom things for French and Spanish, but I only have one and one [computer] station. But I'm lucky to have two very small classes and the kids love it....It's very limited....I can see more of that [use of computers] in the future if we can get more material. It's tough for six or eight kids to sit around one screen.

Although the new textbook series has interactive software, teachers need a significant number of computers in the classroom in order to use it.

The need for an increased number of computers also affects language classes in other schools and at other levels in the city. The World Languages faculty at one of Centerfield's high schools recently completed a self-study report for the school's accreditation process. In their report, the teachers explained that they might be able to improve expectations for student performance by improving their use of technology. The language teachers wrote in their self-study report that:

> Library technology might better serve our instructional area by providing more computers in the library. Media services might better serve our department by providing computers for student use in the classroom (Centerfield, 1998, p. 7).

Although technology use is growing, schools need to expand resources and students need greater access to computers.

The schools in the city experiment with different daily schedules, and a large number of them offer extended block periods

which most teachers seem to favor. It gives them a greater opportunity to use cooperative learning strategies that allow students to practice oral communication skills and have increased interaction with classmates. Teachers said that interviewing, role-playing, and group work have become more important in class because the curriculum now stresses listening and speaking skills. One middle school teacher explained the effect that a different approach to language teaching had in her school:

> The kids are doing beautifully with the oral [part of the course] but sometimes what they write makes me shudder. But that isn't the point...They will continue the study [of a second language] because they're having a better time.

Students enjoy the study of a second language and have more fun doing exercises that allow more peer interaction, even though their written abilities might not advance as much as their oral skills.

Many World Languages teachers felt that their schedule does not permit sufficient common time to plan lessons with teachers from other departments and thought they would probably have difficulty connecting work with another teacher anyway because their students do not always share their other classes. One middle school teacher explained, for example, that the students in her World Languages class belong to several different teams, or groups of students having the same cluster of faculty members who work together to teach them core academic disciplines. While team teachers are able to plan interdisciplinary units for students, World Languages is an elective that not all students study and scheduling difficulties sometimes prevent its integration with the other

disciplines in the teams. Ms. Reyes, who teaches World Languages to middle school students, explained:

> The problem...is that...the way the team structure is set up, ...[students' teachers in other disciplines] have team conferences and make their plans, and talk about their kids, and contact parents when we [World Languages teachers] could be having a class, or even their team's group....So, it's hard to make the connection....Not everybody studies a language.

A language teacher in another school also said that "scheduling prevents World Languages teachers from working with other departments" and that some interdisciplinary work had been tried but that it "requires a lot of juggling." Teachers who were frustrated in their attempts to make interdisciplinary connections had difficulty finding time to work with other departments.

There is no formal link between the World Languages and the Bilingual or ESL departments in the schools for similar reasons. Over 80 percent of the teachers who participated in the interviews commented that it is too difficult to meet with colleagues and they lack the time to plan. Language teachers in the middle and high schools also said that there is a mix of students in bilingual classes and many students in those classes speak languages that students in World Languages classes are not learning.

Despite the difficulties in connecting students' work in different disciplines, one high school language teacher spoke of projects that give her students some contact with their peers from other cultures and language backgrounds. Students from the diverse ethnic and linguistic backgrounds in her school had recently created a program of presentations, songs, and dances from different

cultures. During the school's international week celebration, they performed it for their classmates and later conducted the program at the Massachusetts State House. At another high school, a language teacher noted that some instructors had made efforts to have students from separate classes work on projects together. As an example, she said that students from different French and Spanish upper-level language classes once explained Christmas customs of various cultures to each other in the target languages they were learning.

Several middle and high schools have a school theme each year that unifies the school and enables teachers to make connections between disciplines. One school had used the idea of "taking flight" to increase students' aspirations and promote interdisciplinary work. That year, language teachers taught vocabulary and expressions relating to aviation while in other classes such as history and social studies, teachers connected the theme to their discipline by teaching students the history and physics of flying. In science class students received greater motivation by constructing and launching model rockets and all students in the school gathered to watch a hot air balloon rise from an athletic field.

The themes also foster teacher and student creativity. A student in another middle school whose theme was "setting sail," wrote a research project and built a large model of the Constitution, labeled parts of the ship in Spanish, and entered it in the school's projects fair. When the competition was over, the school's office displayed the model near the school's "setting sail" slogan on a large banner. Instructors who teach in the schools that connect

learning to a yearly theme felt that focusing on the slogans facilitates interdisciplinary work without the need to meet with other teachers to plan.

Staff, Support, and Supervision

Centerfield has a greater number of supervisory levels than in similar programs in either Southbury or Northville. The superintendent of schools stays in close contact with Dr. Peterson who is the World Languages liaison responsible for overseeing the program at all levels, -elementary, middle , and high school. Dr. Peterson communicates with building principals who supervise the operations of the language departments as they do for all other programs in their buildings. Principals rely on his input and the World Languages department heads within each building. There is a language chairperson in each of the middle schools and high schools in Centerfield. They speak regularly with Dr. Peterson at monthly city-wide meetings so that he is appraised of all work that is done in the individual buildings and so that directors can share ideas to bring back to their schools. The department heads also hold scheduled meetings with the World Languages staff members they direct. There is a clear line of communication from the language classroom to the superintendent and teachers and department heads feel fortunate to have a liaison to coordinate the program.

In addition to maintaining open communication, it is the responsibility of the school department administrators, representatives of the personnel department, and the liaison to recruit and hire qualified staff for the program. Dr. Peterson indicated that the school system recruits staff at the national,

state, and local levels. He works closely with the World Languages departments at the area colleges, like other recruiters in the other two communities, as part of the hiring process. Advertisements in local newspapers attract applicants for open positions. Department heads, like those in the two other systems, noted that there can be problems maintaining the staff. One high school director said that three of five department members have been in his department for several years. Of the other two teachers, one has been at the school for two years and the other was leaving at the end of that school year. Teachers in the system find that it is difficult to hire someone who is a native speaker and has certifications in the languages that the schools need. One department head said that the language directors in the schools do not have a large part in the hiring process unless they know a candidate to recommend.

Dr. Peterson also organizes staff development programs for language teachers. All teachers who were interviewed said that they feel a strength of the program is that it has provided them with current training. Talking about professional development seminars, one middle school teacher said:

> A lot of teachers have attended them, you know, in the summer and after school....We have a lot of them, most of the teachers go to them, most of the teachers simply enjoy them....a lot of people are looking for ideas....You know, I actually find myself paying attention and listening after thirty some-odd years of doing this.

Teachers have attended workshops on computer technology, oral proficiency methods, authentic assessment, language textbook use, instruction for multiple intelligences, block scheduling,

interdisciplinary teaching strategies, and ways to connect the curriculum with local, state, and national standards. One high school department head said that Dr. Peterson asks his teachers for suggestions for presentations and that he is receptive to their ideas. The department head commented that the city's World Languages director has

> ...been really great in all the programs that he's been offering for the last two or three years that he's been coordinator. And he always asks us if we have any suggestions for further programs....He really takes a lot of input from the department heads and from the people that work with him....He's very receptive.

The training and professional development sessions are held throughout the year and the administrator attends many conferences himself to stay aware of developments in the field.

Guidance services work closely with the department chairmen and World Languages teachers in the course selection process. They are an important part of the program and work with students to try to place them in the proper level class and fit courses into their schedules. Elementary school teachers assist by providing placement recommendations to secondary guidance counselors. World Languages teachers in one high school, however, explained that they would prefer that their guidance department rely more on their advice in order to enroll students in the proper courses. They explained that they want to

> ...play a greater role in placement decisions and...be given the opportunity to explain the program in more detail (Centerfield, 1998, p. 4).

Teachers are concerned about students who are enrolled in the wrong level language class and they feel that increased cooperation with the guidance department could prevent improper placement. Guidance counselors sometimes have problems scheduling language courses for students because of tight schedules. A high school teacher said that it is common for students of Latin to have scheduling conflicts since they also often take A.P. courses. Because there are a limited number of both Latin and A.P. courses, there are not as many scheduling possibilities.

There are bilingual staff members in some of the guidance offices in the city's schools. Dr. Peterson and other participants were unable to indicate how many members of the general school staff are able to speak a second language or use a second language in classroom instruction. The program director noted, however, that in addition to the ability World Languages teachers have to speak English and the language they are teaching, about 75% of them speak a third language. One high school language chairperson said that among the teachers in her department, five of seven teachers were native speakers of the languages they taught. Even though all language departments do not have as many native speaking teachers, Centerfield's language liaison wrote in his survey that the impact that they have is important because of the curriculum's emphasis on oral communication.

Support and school involvement by parents and others in the community are features of the local program. Parents are encouraged to be involved with the program and they often visit classes, especially at the elementary school level. Speakers and

representatives from the community often give presentations to classes. The school system uses a combination of methods to inform parents and the community of its news and increase their support for the World Languages program. They receive information through notices sent from the individual schools, city-wide brochures, curriculum newsletters, and local television programs. Notices and forms are available in the languages of the language minority students as well as in English. The World Languages liaison stated in his survey that the schools use the messages that are sent home to make the World Languages program more visible to the public.

Dr. Peterson claims that the various tactics that are used to inform the community have earned the program great support and that the program is increasingly successful. One World Languages teacher, who is a parent of two teenagers, has one daughter who studies World Languages at a private school and another who studies a language at another public school in the city. She said that as a parent and a language teacher she is pleased with the city's program and favors it over the one in the private school. The city's language director makes an effort to promote the program throughout the state and to welcome visitors to witness the operations and set-up of the program. As in the other two communities, there were no figures for the cost of the language program for the city, but the integrated per pupil expenditure in 1995 was $5,585, an amount between the figures in the two other communities.

Summary

In this chapter, I have provided details of the participating communities, school systems, and World Languages programs in three different urban areas in Massachusetts. The sample size is small, but it supplies a picture of districts with both large and small populations: one town and two larger cities. Each district has a growing population, is multicultural and multilingual, and can profit from residents who are knowledgeable of a second language. Each area has a large number of businesses, for example, that can benefit from graduates and future employees with a knowledge of a second language. Along with other communities in the state, each district faces the same challenge of implementing the World Languages framework.

While some each school system has unique ideas and methods for improving their curriculum, they also face common problems and have questions about how to best implement change. Language programs in each school system are not fully developed and still need to grow. In the next chapter, a discussion of the various situations in the schools and the strategies they are using to solve common difficulties may help communities in similar circumstances determine how to begin that growth.

CHAPTER 5

FEATURES AND CHALLENGES OF WORLD LANGUAGES PROGRAMMING

The previous chapter responded to the first research question concerning the history and current organization of World Languages programs in selected Massachusetts schools by describing the language programming in each school district. This chapter analyzes and interprets information from the World Languages programs in each of those communities, providing answers for the study's other research questions:

- What is the history and current organization of World Languages curricula in schools?
- What fundamental decisions and plans are curriculum organizers in those districts making for World Languages programming?
- What are the effects of their curriculum revisions?

Data from teachers, administrators, and curriculum planners help explain the fundamental decisions they are making to improve their language programs. Each community offers a different World Languages program. However, all three school systems share similar obstacles in their administration and support.

This chapter discusses programming impediments and effective practices in the three school systems in order to suggest ways to strategically implement the Massachusetts World Languages framework in other school systems. The discussion can provide an understanding of those problems and ways to avoid them by using similar ideas, inventive strategies, and alternatives that study participants said their schools are using to revise and improve curricula. Each school system has made some curricular revisions to

reach the goals of the World Languages framework. Districts have begun revisions in various ways and have achieved different levels of success in overcoming certain difficulties. The first section details the obstacles that World Languages programs are experiencing and the
subsequent section presents tactics that schools are using to overcome them.

Programming Challenges

After organizing the data, several patterns appeared among the school districts. Their World Languages programs share similar obstacles that challenge the adoption of the Massachusetts curriculum frameworks. Many educators commented on the need for more time to reach the state standards. One of the state framework's goals, for instance, is that all students become proficient in a second language by the time they graduate from high school. Language teachers said that it will take students several years to develop second language proficiency and that the goal puts an added pressure on each of their programs. Students who traditionally had not studied a language are now enrolling in a language class and teachers in those districts have large classes. The state mandate is increasing class sizes at a time when schools face a shortage of qualified World Languages instructors and have difficulties hiring and retaining new teachers.

Massachusetts is also trying to encourage professional growth for veteran teachers. Education reform laws require them to renew official state certifications by accumulating professional

development credits. However, many World Languages teachers in the study felt that their districts lacked professional development activities that were pertinent to their area of certification and many of them were not making efforts to take courses and attend seminars.

World Languages teachers and department heads in each community stressed the importance of sequencing and coordinating their district's World Languages program. Unfortunately, only one of the three communities had a World Languages coordinator. His primary responsibility is to fulfill the state's directive to create a K-12 World Languages program. The language instructors felt that improved supervision and support can help expand programming.

More plentiful funding for World Languages programs could diminish many of these difficulties. The framework's vision for an increase in the use of technology, for example, is difficult for the language programs that lack a sufficient number of computers and the funding to purchase costly equipment. Many schools have hardships just providing new texts and must rely on older materials. Years of low funding make teachers and curriculum planners question whether schools can begin and maintain more extensive programs that include elementary learners. Even though the participating schools have found ways to handle some of their challenges, each one faces similar difficulties in improving its World Languages program. However, without additional support and resources from the Commonwealth, many of the schools will be unable to satisfy the state mandates.

Inadequate Funding

Administrators in each of the districts seemed to understand the importance of having students begin second language study early so that they achieve greater fluency by grade ten. Centerfield has broadened its language program to include students in grades K-4 and Southbury was extending a language program to the sixth grade. Mr. Norton, the supervisor of the World Languages department in Northville, wrote in his survey that the school system has intentions of establishing a two-way elementary program to begin early language learning, but he also described the impediments to implementing it:

> ...the main difficulty is lack of dollars and certified staff as well as a lack of consensus on the model to follow for the program.

During an interview with Ms. King, a high school teacher in the same system, she doubted the establishment of an elementary World Languages program based on past support for the current program and insufficient funding. She felt uncertain whether that language program for younger learners will have enough support, claiming that "There's no way that...[Northville]...is going to fund this kind of program for the elementary school." Miss Santo, her colleague in the middle school, also questioned the possibility of a continuous World Languages program beginning in the city's elementary schools, based on the support and financing World Languages have received during the past two years:

> I was part of the World Languages Curriculum Committee last year...we talked about...how we can have teachers in Kindergarten, first, and second [grades] teaching Spanish, or

> whatever, through [grade] twelve...and it's not going to happen for a while because of the money, budget, and many teachers are not there.

Citing financial hardships that the middle school language program already faces, she noted the lack of materials for students in her classes. Students share texts and are unable to take the books out of the classroom to do assignments at home. Ms. King explained that the district has a difficult time supporting its language program on the secondary level too. She said that the World Languages department has requested additional staff for several years to offer more course levels and lower the number of students in each class. Budget constraints have prevented growth in the high school program in Northville.

Both Southbury and Centerfield, the two school systems now extending language programs to the elementary and sixth-grade learners, recently have acquired new materials, but the directors in each district said that it has taken a while to obtain money for those supplies. Centerfield had begun to purchase new texts that support the state standards, but the World Languages department is forced to acquire them over an extended period of time to minimize yearly expenditures. Dr. Peterson, the director of World Languages in that system, indicated that the cost of purchasing new textbooks, materials, and technologies was one of the principal difficulties in his school system. Mr. Shea, the high school department head in Southbury, was pleased with the recent installation of a computerized language lab. However, he had been requesting funds to improve the facility for over ten years and needs more money to complete it.

At Southbury's middle school, Dr. Fuentes, the language director, noted that there is only one computer in each World Languages classroom and students were working with texts that are not suited to their level. He explained that hiring staff and buying texts and materials would be a major expense for the town, especially if it plans to initiate an elementary program. A history of inadequate funding for current World Languages programs and past experiences cause many educators in all three school systems to doubt whether it is possible to offer a continuous K-12 language program.

Need for Technology

Aside from the building with a renovated language lab, teachers in most schools expressed the desire for greater use of technology in classes to improve their language curriculum. At Northville High School, Miss Santo explained that she uses an overhead projector in class and has access to a television, VCR, and computer software that accompanies the Spanish I text. However, there were no computer programs for students in her classes at other levels who use different texts, and there was no computer in her classroom. In her school, as in most others, whenever students want to use computers, they must go to a computer room, the library, or another location where there is a small cluster of computers. Few individual classrooms have a sufficient number of computers, if any at all, for students to use in class.

Schools have access to the internet in some locations, but the low number of computers with appropriate software or internet

capability discourages teachers from using them frequently in class. A high school Latin teacher said that although Latin students have access to a television, VCR, and a group of computers in the library, there were no computer programs and few videos that accompany students' texts or that were applicable to the course. The department's old Latin filmstrips and slides were not used because they are in poor condition and uninteresting.

During an interview at Northville Middle School, Ms. Dumont expressed her interest in adding a greater use of technology to her French lessons to help students learn computer skills and communicate with speakers of the target language in other countries:

> The one thing in class that I would really like to see is the ability to tap into the technology, you know, as far as World Languages...America Online has programs for the kids to communicate with other kids from different-speaking...countries from the target language. But unfortunately, we don't have that luxury. So, the kids are at a disadvantage.

There was a computer in her classroom, but it was in disrepair. Students had no access to computers except for those in the library and the teacher was unsure if students could access internet sources on those computers.

Teacher Shortage

Many teachers noted that greater numbers of students study second languages and class sizes are increasing as a result. Most teachers have difficulty individualizing instruction, offering all students a chance to respond aloud in the target language, and giving

sufficient attention to all learners in large language classes. More language teachers are needed so that schools can reduce class sizes. When schools hire new teachers, language directors said they have trouble finding suitable candidates due to a shortage of teachers who have the qualifications that they seek. Desirable candidates have proper certifications, are native speakers of the target language, and have the ability to teach more than one language. More recently, schools have also become interested in locating teachers who are able to teach younger learners in an elementary language program. It is difficult, however, to find a teacher who fills all those qualifications.

When new teachers stay in a position for only a short while, it affects the consistency of the language program. In one high school World Languages department, for example, the school has had trouble retaining teachers. In the past eight years, there have been eight teachers hired for one of the five World Languages teaching positions. A teacher at Northville Middle School mentioned that three teachers have occupied one opening even though the school had only been operating its language program for two years. The inability to attract and retain personnel and the incompatibility of new staff affect the quality and consistency of language programming.

Insufficient Training and Professional Development

In addition to the scarcity of newly-trained and qualified teachers, experienced teachers in some systems felt that practicing teachers received little current training about the new World

Languages curriculum framework and other current educational issues. Some teachers were unsure of the content of the World Languages framework and wanted more professional development to learn about ways to successfully implement it. Mr. Norton, the assistant superintendent who supervises Northville's World Languages program acknowledged that professional development opportunities in the district for World Languages have been "occasional and infrequent." In Southbury, the high school and middle school World Languages department heads each indicated that local professional development work usually addresses general education topics rather than concepts specifically related to World Languages. The training, such as a recent workshop about cooperative learning, is informative for all teachers, but in addition to the generalized seminars, World Languages teachers wanted more in-depth training designed for their particular discipline.

At Northville High School, a language teacher said that there is support for attendance at World Languages workshops and conferences outside the district if there are funds for teachers' substitutes for the day. Teachers who want to go to professional development meetings outside the district, however, must pay for their own conference fees. One high school teacher in the system said teachers do not complain about the policy probably because they rarely attend conferences. In that high school's language department, only Ms. King expressed concern for continued professional training:

> In my department, there are five of us. I'm the only one who has been to a conference in the last three or four years.

She regularly attends those meetings and makes an individual effort to attend a couple of conferences each year, because there is little World Languages professional development within the city. Although she does attend professional workshops, she said during her interview that it had been five years since she had last enrolled in a course. A teacher in the middle school attended four seminars, each about an hour long, at a nearby college to earn PDPs for certification renewal. Of the four presentations, she said that only two of them had a relevance to her certification needs and interest in World Languages.

In Southbury, the district that has acquired new technology, teachers could benefit from more training on the use of electronic teaching aids. Study participants in Centerfield, the district that offers a great deal of professional development opportunities for World Languages teachers, acknowledged that their frequent training seminars were helpful and relevant to World Languages' teachers needs. One high school department head, for instance, commented on the utility of seminars that are routinely provided by World Languages textbook publishers and other professionals recruited by the system to give advice to language teachers:

> We've had representatives from the textbook company...to give us all kinds of ways to implement their material. [The company]...has been very good at providing support whenever we need it. We've had people come in from conferences that other people had seen and said 'This person would be good for the teachers.' And [Dr. Peterson], who is the [World Languages] liaison, has been extremely good and he tries to get them.

Better implementation of the new frameworks would occur with

increased professional development and training that is especially relevant for World Languages teachers.

Greater training and understanding of how to revise programs so they adapt to every learner's ability is an area that can benefit teachers. Language teachers and administrators noted, for instance, that native language speakers contribute to their World Languages classes because of their language experience and cultural background, but felt that World Languages classes must also benefit the native speakers in return. Several instructors mentioned difficulty in properly including them in their classes. Mr. Norton, who supervised the Northville World Languages program, referred in his survey to the inclusion of native speakers in language classes as a "problem" for local schools because native-speaking students in World Languages classes receive "minimal" challenges and are held back from acceleration.

A high school teacher in that system said that her department did not have the appropriate types of courses for native-speaking Spanish students:

> You know, I think we should have more of maybe the conversational Spanish for some of these kids, - a different kind of approach....I begged them to try to have a couple of sections for these kids who have no business being in Spanish I. And they just went 'Yeah, yeah, yeah. We don't have the money, we don't have the personnel, it can't be done.' But these kids...could be a wonderful resource in the class....The native speakers on the beginning levels will intimidate the non-natives. Teenagers are not always kind to each other. They laugh at the Anglos, and I have kids drop out of my class because they're afraid. When we get to the upper levels, to Spanish III or IV, it's more geared to them, but we don't have a special course. I wish we did...The city next to us does. They

> have Spanish for Spanish-speakers where they do a lot more with literature and grammar.

Her comments highlighted the need for providing more challenging course offerings for native speakers and better placement of students in existing classes, as well as the problem of having a mixture of students from different ethnic and linguistic backgrounds in one class. Although she has a desire to change her program's format, she needs the cooperation of others to make those changes. Discussing the outcomes of native speakers who remain in class, she said some do well, but others who are capable of the work fail the class. It is not until native speakers reach higher-level language classes that she feels the work is more geared to their abilities.

Another World Languages teacher in Southbury claimed that her system also needs Spanish courses for native language speakers to help them build their Spanish language skills:

> It would be ideal to have a Spanish course for native speakers because sometimes they get behind and it's too boring or whatever...They need to improve their Spanish.

While many teachers expressed the benefits of having a mix of native and non-native speakers in a class, they believed that more advanced courses for native speakers could be effective models to use in a World Languages program as well. Additional training for teachers could help them develop World Languages courses for native and non-native speakers and accommodate the diversity among learners.

Limited Program Coordination and Support

Teachers see a need for improved communication with colleagues to enable them to connect students' work in World Languages classes to their other studies. A high school teacher in one school, for example, mentioned that teachers in the same building and even within her department have little communication with one another. Discussing interdisciplinary connections and relating work in World Languages to other classes, Miss Santo, the middle school language teacher in Northville, explained that she did not know what students do in similar language classes:

> ...there are all three of us teaching Spanish [level] I...All we know is that the final exam is going to be given in June. You must have covered eight or nine chapters, --that's it.

A language teacher in a nearby middle school described similar difficulties communicating with colleagues within the World Languages department and working with faculty in other academic areas. In her own classes, students work on thematic units and she felt that the work they do in their language class could connect with study in other classes. She would like to meet with other teachers to develop interdisciplinary plans but had not yet worked with anyone else. The lack of communication hindered the sequencing of language courses and connecting learning with other disciplines.

Northville had difficulty aligning courses between the middle and high schools, making it difficult to establish proficiency levels. The two middle schools in the community were developing language programs in grades 7 and 8, one school offering French and Spanish and the other only Spanish. The high school had not changed its

curriculum to accommodate more experienced second language learners coming from those schools. All entering students enrolled in the same level I course as before. Teachers claimed that they had not revised the high school curriculum because they have not had enough meetings with each other, they were unsure about what students learn in middle school classes, and the middle school language programs varied too much from each other.

Ms. King explained the reasons for beginning students at the same level as they begin high school:

> ...The two middle schools did not use the same textbook. There was no coordination among the teachers at all. I spoke with a woman from [the middle school] a couple of times...I sent down my old Spanish books from the 1979 copyright...Her principal gave them a budget of maybe four hundred dollars and said 'Here, go to it!'...and she was an inexperienced teacher.

When asked about materials used in class, the middle school teacher who received those old texts from the high school responded that the texts and materials she received from that high school teacher were so old and decrepit that it was necessary to find her own materials:

> I implement a lot of my own material...I make up my own worksheets for whatever material I'm teaching.

Since most of the middle school students in Northville later continue the study of the same language at the high school the following year, teachers need to coordinate the program better throughout all the schools in the city. Although teachers have met to discuss their goal of curriculum alignment, they have not yet determined any long-term plans. After considering the possibility of administering a language exam for placing those students entering high school in an appropriate level, teachers temporarily

decided to begin all students in a level one class again when they reach high school until they can agree on a solution. The high school teachers understand that because students now have an exposure to a language in the middle school, it will affect the high school curriculum. They see the need to cover material at a quicker pace in the introductory classes with students who have already studied the language. The coordination and mutual agreement on a proper model has hindered the sequencing of classes and the further expansion of the program.

Data also revealed that insufficient supervision for World Languages diminished effective communication among teachers and clear articulation of the language curriculum. As World Languages programs expand, teachers need to continually revise the curriculum so that students who begin second language study at earlier ages can make a smooth transition to language classes at the secondary level. More organized programs had coordinators who know the subject well and provided leadership, direction, and adequate training. Directors and department heads can improve the coordination of programs, but all school systems did not have those administrators. Mr. Norton, who oversaw the World Languages program in Northville for instance, could not rely on any department heads or other system-wide language coordinator because there were none. He also has had little time to work with language teachers because of his many other responsibilities and noted he does not have a clear idea of the ways in which the town's curriculum aligns with the goals of the state framework.

Alluding to Northville's Assistant Superintendent and his efforts to coordinate the language program, a high school teacher commented that "he has no language background" and added that "there is no real direction in the language program." Teachers at other schools in the district also expressed that they have had few district-wide language meetings and attendance at those meetings has not been required. Sometimes the people who could provide the best advice and be most helpful were not present. As a result, there had not been much decisive action. One teacher noted that the impetus for the meetings was apparently because administrators are under more pressure and were "...panicking about the (state) testing" planned for students in World Languages programs across the Commonwealth. Some language teachers in Northville said they were unaware of the goals in the framework and needed greater direction. While discussing the new World Languages curriculum during interviews, one middle school teacher spoke of dependence on the curriculum framework for guidance, while another teacher said "To be honest with you, I haven't read it." When I asked him if other language teachers in the school had been issued a copy of the curriculum, he responded:

> I didn't get a copy of it from the school. I got a copy of it from my mother. She teaches in a different system. I didn't get one, so I would have to say no.

The need for increased supervision, direction, and communication among teachers was mentioned by many teachers. A teacher at Northville High School commented:

> ...we have a long way to go. I just feel that...we need someone to come in and help us change. We need someone in authority

> because we're five teachers in a department, and there is no department head, and there's some strong personalities, and 'I have been doing this for twenty years...and they're not going to make me change.' We have that kind of attitude. And things are never going to get better or change until we change from within.

One of the greatest hindrances to the continued expansion of the language curriculum in some systems was the communication among the language teachers within each school and across the city.

Program Strengths

Despite the difficulties that the World Languages programs in the study faced, schools had made recent improvements in language programming. There were exemplary teachers who participated in the study and openly discussed the merits of their programs. Data showed that some schools had success extending their language programming and had increased community involvement.

Extending World Languages Programs

All were creating or improving a middle school program for students and Centerfield had been successful in extending language learning to several elementary schools. Teachers in that system felt that students were becoming more proficient as a result. However, many teachers in each community found that it will take a while to determine any gains because all programs still need to grow and will need more time to offer continuous K-12 World Languages education. Schools that have made changes attributed their progress to several resources, and programs in the three areas seemed to have different levels of growth.

Individual Efforts of Teachers

Study participants in each system have made additional efforts to inspire students and help them do their best. One middle school language teacher in Northville, for example, tutored students after school for a competitive national language examination, without pay or special recognition. Although greater numbers of language students make it difficult for teachers to individualize learning, they try to use various methods to assist each learner. Small group work, cooperative learning, and tutoring were typical strategies they used whenever possible. Many teachers, such as those creating courses for special needs and native speakers, demonstrated the ability to provide for individual differences. Staff members who participated in the study are dedicated to students and their ideas for the improvement of language teaching are important resources for their schools and districts.

Teachers at all levels are creative and often use personal resources in the classroom to compensate for a lack of supplies. One teacher displayed materials purchased for students with personal finances. A high school Latin teacher explained how he supplements available materials with his own resources and creative projects. He discovered his students' taste in music, for instance, and used lyrics from songs for translations and lessons to increase their interest. Teachers in Centerfield's growing elementary program also use music as a creative way to introduce and reinforce the target language. The dancing and singing which accompany the music are age-appropriate, allowing young learners to move about and act out lyrics. Students connect the target

language with their actions. The games that teachers often associate with the music also captivate the youngsters. As the teachers and students speak entirely in the target language, the learners demonstrate their comprehension by responding to directives and questions. A the middle school level, a Spanish and French teacher said:

> I don't use just one material. I use a variety of materials so the kids get exposed because each material offers a little more than the other...I go rent some movies, and we play games like Fish, Scrabble in French.

Discussing their inventive lessons and exercises, the participating teachers expressed how their instructional techniques increase students' involvement and connect the discipline to their interests and developmental level.

Outreach and Community Involvement

In the Centerfield schools that offer World Languages study to elementary learners, the school district depends on the community to sponsor and support special programs. Schools have involved the community by forming partnerships with representatives from colleges and local businesses in order to improve education. After passage of the education reform legislation, some schools engaged in strategic planning with businesses and colleges to request their help and obtain their assistance. People in the community had the opportunity to study the schools at close range and promote change, exemplifying the school system's philosophy that people support what they help create. By establishing partnerships between schools and the community, challenges to schools became challenges

to the community. One leader in that city noted that people support what they create and that "friendraising" is more important than fundraising. By encouraging members of the community to have a greater role in the schools, the system believes it will be more supportive of the work done in schools.

Dr. Peterson, Centerfield's World Languages liaison, made efforts to publicize the city's World Languages program so that residents would be aware of its growth and accomplishments. He made a video program, for instance, which has aired on the local community access television station. In the telecast, he spoke with several language teachers about the city's new World Languages curriculum and the way they instruct students in the classroom. The program included footage of elementary language classes, showing students singing and playing educational games entirely in the target language. The World Languages liaison wrote in his survey that the city's language program is "highly visible" to the public. The television broadcast was one way in which he had been able to showcase World Languages programming and keep residents involved in its development.

Business and college partnerships in Centerfield have given incentives to keep programs going, showing that many improvements do not necessarily cost money. In Northville, the collaborative between the school and a local art museum supports a successful middle school program. Students in the program have an arts-integrated curriculum that includes language learning and meets state requirements. Mr. Shea, the high school World Languages department head in Southbury, credited support from the community

for his school's acquisition of technology. When explaining why he encourages the public to visit his classrooms, he said that he realizes the importance of bringing the community to the school in order to continue to improve the program.

Curriculum Development Strategies

Although the schools in the study face difficult challenges, they have also used several strategies to help them accomplish the changes that they have made. The creation of committees to make decisions for curriculum change has helped to unite efforts and give many people an opportunity to become involved in the improvements. Inclusive decision-making, the study of community needs, careful examinations of language teaching techniques, heightened community support and school involvement, and program supervision are several of the measures that the communities have found to be effective in revising curricula. This section presents some of the steps that the communities have used to implement change.

Committee Work

A preliminary step in the World Languages program development in Centerfield was the creation of two ongoing steering committees that worked on curriculum implementation strategies. A World Languages teacher and department head in that city said that the school system's World Languages liaison began working on curriculum revisions soon after the state began education reform plans and kept the World Languages teachers well informed of the state's curriculum goals. As a consequence, his quick action had

helped the schools in the district get an early start in extending the World Languages program to elementary learners. That teacher attributed the developments in the language program to timely planning by the World Languages liaison and the committees he organized:

> Well, first [Dr. Peterson] has been telling us [about the new state World Languages frameworks] for the past five years. Then, he got two committees set up; one to go with the senior high and the frameworks and one to work on the kindergarten program.

The committees examined the city's existing World Languages curriculum and made recommendations for its improvement. Each committee had fifteen to twenty members and included representatives from all levels in the schools, including school district managers, secondary school principals, World Languages department chairmen, and teachers. One language teacher with experience in Centerfield's middle and high school World Languages program served on the elementary committee and, when interviewed, discussed the purpose of including a mix of staff members on the committee. She also noted the board's goal of aligning the World Languages curriculum with elementary students' regular curriculum:

> There were teachers, ...a guidance counselor, ...[and] a principal because they were going to be starting the program in different elementary schools. But there were two teachers and there were some people who were aware of the elementary school curriculum because the [kindergarten] World Languages program goes along with the elementary school curriculum...if kids are studying...the parts of the body in English, then they would do it in Spanish or French...[in order to] show the relevance of the elementary school curriculum with the World Language.

Representation from the entire educational community ensured that the concerns of all were considered in every decision, that planners aligned the curricula from different areas, and that the group had a strong network for better communication among school personnel. Their goal was to add World Languages instruction without displacing the content of students' regular curriculum.

The steering committee had an integral role in designing the program and establishing and building the curriculum. Self-assessment committee members at one Centerfield high school wrote in their evaluation report that the World Languages department's purpose is

> ...to strive to implement on a daily basis the school's academic expectation for student performance by constantly encouraging student academic excellence. Our academic area, by its very nature, fosters many of the academic expectations such as reading, writing, effective communication, creative thinking, understanding themes of human development, and appreciation of the achievement of others (Centerfield World Languages Study Group, 1998).

The committees in Centerfield set the program's educational goals, and affirmed the utility of second language education for students and their future. Centerfield's World Languages program rationale explains that the instruction and study of World Languages strengthens academic curricula by fostering interdisciplinary study and solidifying learning in other subject areas as well. After developing a sound rationale, the committee's next steps were to assess the needs of the World Languages program and embody the new state frameworks and objectives.

Needs Assessment

A World Languages director in Centerfield explained steps that the committees in his district had taken to incorporate the new World Languages frameworks and recommended similar strategies for curriculum planning in other communities. He advocated self assessment and observations of language programs elsewhere for consultation and study. In order to work toward the framework's goals, he said:

> ...the first thing would be to assess their own program and see how their own program fits in with the frameworks. And if for some reason it's slacking in some areas or if they want another approach, then they should...go to [another community]...and see how its World Languages program fits in. And then see if what they pick up ...can work in their community...That's what it has to be, I think, - a thing of give and take. I don't think it's a thing like getting the frameworks and saying 'Okay, this is what we have to do'...[systems should say]...'This is what we are doing, this is what we don't do well, and let's find out a system that's doing this particular phase well and find out what they're doing. And either copy them or see what they are doing and manipulate to our needs.'

A language teacher in Northville also talked about the importance of investigating what programs and methods work in other communities. When discussing the proposed elementary World Languages program in her district, she said that visits to schools in other communities have been the first step her district has taken in planning that program. Observations of successful language programs have provided the schools with background information and models for decision-making to help implement particular programs. Research concerning the performance of programs in other communities supplied them with information for drafting plans and

supporting their decisions. Participants from each of the communities in the study felt that self-assessments and comparisons with programs elsewhere have helped them revise their curricula. Visits and observations in other communities have enabled participants to study methods, discover alternatives, and get ideas from those systems that can be adapted and integrated into their own curriculum. Committee members have also gained expertise and knowledge of the ways the school system can best incorporate successes of programs in nearby communities.

Dr. Peterson, the World Languages liaison in Centerfield, explained the importance of creating a program that focuses on "usable language," a view that mirrors ideals in the Massachusetts World Languages curriculum framework. He believes that second languages should be taught for achieving communicative proficiency in the languages used in the community. In his written survey, he wrote "Connection with the community is one of the standards of our World Languages curriculum guide." In order to reach that goal, the Centerfield public schools developed a language survey "...to determine interest in offering World Languages instruction in the elementary grades." Dr. Peterson issued the survey, which was translated into several major languages used by students in the schools, to all school administrators, teachers, parents, and guardians of school students. Completed questionnaires identified respondents and profiled their language background, current language use, and personal need for second languages. On the survey, respondents provided a self-assessment of their abilities in any of the languages that they know, indicated their years of language

study, and answered questions about their educational background. A section of the survey also enabled respondents to give their opinion of whether a language other than English should be taught at the elementary level, in which grade such a program should begin, if the same languages should be offered in all schools, and if the study of another language should be required for all students.

The input from the steering committees and the survey enabled the district to proceed with plans for an elementary language program, and at the time of the study, Centerfield was the only one of the three communities that had been successful in launching a World Languages program in the primary grades. Teachers were able to assess the need for the program and begin to implement it. Based on community interest and limited availability of properly certified personnel and funding, they decided to offer French and Spanish in the elementary school program. The preponderance of students in the Spanish program reflects the use of that language in the local community. However, students in the high school World Languages program also had the opportunity to study Latin.

Examination of Research

As teachers worked on changes for the World Languages program in Centerfield, they also examined instructional practices and current research on teaching and learning languages. In their 1998 accreditation self-evaluation report for the New England Association of Schools and Colleges, teachers in one of the city's high schools wrote that knowledge of current research in their area is a strength of their program:

> Instructional practices in the World Languages Department reflect current research on teaching and learning through our attendance at various workshops concerning current educational issues such as block scheduling, technology resources, and portfolio assessment. Our department draws from this pool of resources and consistently updates and varies classroom strategies to fit the educational environment (Centerfield World Languages Study Group, p. 24, 1998).

They also recognized that continued familiarity with pertinent research is a key to further development of the program.

During their interviews, teachers in other communities indicated that they were frustrated by the limited growth in their curriculum and felt that a lack of current training on practices was a factor hindering the implementation of the new state standards. While discussing professional training and teachers' access to research and training on educational issues, Ms. King, a World Languages teacher in Northville said that "if you don't go to workshops and stuff like that, you're going to be teaching the same way you were the first year you got here." She recognized the importance of continued professional education for teachers, but felt that few World Languages teachers in her district stay up-to-date in their field. She attends conferences regularly but admitted that "...I don't know if things will ever change at this high school as far as languages are concerned" because few of her colleagues are aware of developments in the field of language teaching.

Inclusive Decision-Making

Teachers in Centerfield seemed to be aware of the recent accomplishments and changes in their program. Many of them said that professional development and inclusion in decision-making have given them greater awareness of their language curriculum. Teachers in that school system who participated in interviews explained, for example, that their opinions influenced the selection of new materials. They have had many meetings with each other and have had the opportunity to evaluate and vote for a World Languages textbook series in order to select a text for the program. A high school World Languages department head in Centerfield said that during the curriculum committee's first year of work, teachers gained greater familiarity with current language teaching practices, had the chance to become appraised of the Massachusetts World Languages framework goals, and participated in textbook workshops. They later met with the World Languages liaison and selected the materials they were using to support the curriculum revisions.

In the two other systems, it was evident that teachers were distanced from the curriculum revision process and many participants did not know the answers to interview questions about their curriculum or whether it addressed the Massachusetts World Languages curriculum standards. In Northville, for example, one teacher spoke of possible ways to change her district's World Languages curriculum so that it addresses state standards and prepares language students for future state evaluations. As she discussed the greater need to teach with a variety of approaches and to have language classes with appropriate proficiency levels in her

school, she said that when she had voiced her concerns, they had "fallen on deaf ears." In that community, teachers were more removed from the planning process and felt that their opinions had little influence on curriculum decisions.

Supervision

Data from interviews and surveys also showed that program supervision has had a strong impact on curriculum development. The amount and quality of supervision for teachers varied in each district. Data from the study seemed to indicate that the supervision of language personnel helped teachers to exchange ideas by increasing their communication with each other. Supervisors were able to schedule meetings to direct and inform staff and coordinate their work efforts. The broadest changes in World Languages curriculum in the districts had been made possible under the direction of a supervisor. Programs that had less supervision and guidance also had less direction and more difficulty making curriculum revisions.

In Centerfield, the community that had made a great amount of change, there were more supervisors than in the other two school systems. Each middle and high school had a World Languages department head who was responsible for directing the language program in their building. Department heads scheduled classes, supervised teachers, drafted departmental budgets, ordered materials, and held regular meetings with the World Languages staff. Teachers in one Centerfield high school reported that they "...have good cooperation among colleagues,...work cohesively

together, and share ideas as a department." Much of their department planning occured during the meetings at which they discussed instructional strategies, assessed the needs of the department, and considered each member's input.

In addition, the system had a World Languages liaison who was the director of the program and supervised the program among schools. Several department heads spoke favorably about their regular contact with him and his routine visits to World Languages classrooms. They found that the monthly meetings that he convened for department heads and other representatives from the school buildings were helpful for them. When asked if there was open communication among the teachers in the various schools, a high school World Languages department head said:

> Now there is. There was a time when we kind of were a separate entity....During the past couple years we've been getting a little interplay,...meeting on a more regular basis....We've been having some city-wide meetings where we get together and talk about what's happening and what we're doing.

He credited the World Languages liaison with scheduling the meetings and improving contact with other schools.

Dr. Peterson had fostered dialogue among teachers, giving them a greater awareness of the curriculum and the ways that other teachers present it in the district. He had coordinated curriculum revision so that the program would be well articulated throughout the system. One high school department head said that Dr. Peterson had determined the content and materials for each level so that "...more of the city can be following the same pattern." Before he

began providing system-wide supervision, World Languages classes varied widely in each of the schools. The previous disparity created problems for students who made intradistrict transfers to another city school. They often were placed at the same level in a course that may have had different content.

Although it had no district-wide coordinator, Southbury also had department heads in each of its buildings. Mr. Shea, the high school department head in Southbury, said that the two major developments in his school's World Languages program were made possible by supervising teachers in the school. Consultations with teachers in the Special Education department enabled them to create a curriculum for the two new Special Education World Languages classes and departmental meetings allowed them to write their cultural curriculum. Teachers in that system often met after school under his supervision to accomplish those changes. In Northville, there was no department head in each school and the assistant superintendent served as the supervisor for the World Languages program. He had made few efforts to unite teachers in the buildings or to revise and coordinate the World Languages curriculum. Teachers felt that they needed a director who could advocate for the program's needs.

Community Support and Involvement

The teachers and directors who planned and revised World Languages curricula in Centerfield credited community support for their past accomplishments and acknowledged that they would continue to depend on it for future growth. The involvement of the

community had led to some of their most impressive curriculum changes. There was an increased amount of parental involvement in that school district and businesses and local institutions of higher education have developed partnerships with the schools. Teachers' familiarity with their communities had helped them tap into available resources.

As planners in Centerfield gathered information concerning the composition and linguistic backgrounds of school age children in the school district, that information helped them to assess their instructional strategies and create courses designed for learners' capabilities. Teachers who had increasing numbers of students with Spanish language skills in their schools, for example, have planned courses designed specifically for those learners. A preponderance of native Spanish speakers in the community warranted the expansion of that language program. Department heads at three of the city's high schools said they felt that Centerfield's World Languages courses for native speakers of Spanish were successful and interested the students in learning more about the language.

The study participants from Centerfield explained the efforts they had made to earn community support. Dr. Peterson, the World Languages director, wrote:

> Parents are encouraged to be involved with the program and often visit classes, especially at the elementary school level. Also, speakers and representatives of the community often give presentations to classes.

During interviews, Centerfield teachers mentioned that parental participation was important in their classes more often than did the teachers in the other two school systems in the study. However, in

all three communities, parental involvement seemed to be restricted to the celebration of holidays and special events and was not a regular occurrence. A comment by a World Languages teacher in Northville characterized what many teachers in that town and in Southbury said during interviews: "(Northville)...doesn't have a whole lot of parental involvement."

The Centerfield schools seemed to recognize the value of more active parental and community participation. Their recent endeavors were helping them to increase participation in the schools. The World Languages liaison who initiated the elementary school language program made efforts to publicize it to parents and the school committee so that they would be aware of its accomplishments and more willing to support it. Describing the methods he used to inform the public and increase community support for the World Languages program, Dr. Peterson explained:

> Through notices sent through individual schools, city-wide brochures, curriculum newsletters, and local television programs, the World Languages program i s highly visible to the public. These tactics have gained large support [for the program].

Also, the World Languages director was actively promoting the program throughout the state. At one Centerfield high school, teachers also said that in addition to their school newspaper and newsletter, they publish a monthly calendar of events for students to bring home. Teachers at that school said that they used their school advisory council to share the responsibility for their program with parents and the community.

Responses by World Languages directors in the other school districts indicated that their World Languages programs do not make strong efforts to communicate with the community in order to earn their support. The high school World Languages department head in Southbury wrote in his survey, "We do not have an active focus on communication...there is no regular program." In Northville, the assistant superintendent who oversaw the World Languages program similarly responded that there were no channels for support and communication in his school system because there was no program coordinator. Referring to cooperation with the community and other programs in the schools, a teacher in Northville said that "The World Languages department is not connected to anything else." Language programs in those communities had not actively communicated with their local community or benefited much from the support it could provide.

In Centerfield, teachers were building a bridge between the school and community by publicizing the World Languages program, and asking local businesses and nearby colleges for their assistance. They were making efforts to share school leadership with them. Each school in the city had established a partnership with a local business and with one of the area's institutions of higher learning. Schools used those resources to find college teachers and students who could show the relevance that language learning has to their professions. A World Languages teacher in a Centerfield middle school explained that the partnership her school had with a local college enabled teachers in her school to work with college instructors in the Education and Foreign Languages departments.

College students also have offered their assistance in the schools. Community partnerships had enabled her students to hear visiting professors from other countries and take special fieldtrips more often. Community generosity provided funding to take students to the theater where they had recently seen flamenco shows and Evita. Trips to local restaurants had enabled students to sample foods from other cultures. A teacher in Centerfield said that the schools regularly try to take advantage of all resources that the community can provide.

Summary

The World Languages curriculum has worthwhile goals, but it also presents many challenges for schools. The data from this study indicated that for the most part, schools have low funding and inadequate technology and they need to extend their current programs to include younger language learners. Centerfield has begun a program in the elementary grades, but like Northville and Southbury, all students in World Languages classes do not have regular access to computers and do not yet have the texts and materials that support the World Languages curriculum framework. Northville and Southbury have no elementary program and seem to struggle to maintain the secondary language program that they currently have.

All three school systems also have difficulty in finding suitably qualified instructors and supplying pertinent training for practicing teachers. Northville, Centerfield, and Southbury have a pressing need for teachers who have the required certifications.

Their searches for candidates who can teach more than one language and are native speakers of the language they teach are often unproductive and schools try to fill openings as best as possible. That problem is liable to grow worse unless teacher preparation programs and professional development training improve. As elementary World Languages programs expand, there also will be an increasing need for language instructors.

Individual teachers in each system provide helpful instruction within their own classrooms, but expanding programs also need greater coordination among teachers at different levels so that they are able to offer a continuous and sequential course of study rather than one that is repetitive. In Northville, World Languages teachers do not regularly communicate with one another and it affects the sequence of the language program. The World Languages program in Centerfield's elementary schools is growing to include students in grades five and six. Teachers must continue to meet to properly integrate the elementary and secondary curricula. None of the three districts has yet established a K-12 program and each one will need several more years to coordinate and develop a more unified sequence of instruction.

The most effective methods that communities are using to overcome those difficulties are ones that encourage community support and promote greater organization of the World Languages program. Centerfield shares school leadership through partnerships with businesses and colleges. World Languages teachers encourage parental involvement and invite visitors to their classrooms. Some teachers find that bringing students out into the community also

increases their interest in language learning. The World languages department head at Southbury High School shows building visitors the technology that he has acquired with the community's support. Community involvement has given World Languages programs many of the resources they need to grow. Instances of communication and cooperation among staff and resourceful leadership have promoted better organization and direction for language programming. Partnerships with local businesses and other institutions strengthen the connection between the schools and the community. Publicity of the program's success can earn support and enable the program to slowly grow. The schools in this study have a lot of work to do to reach the goals of the new curriculum, but as their programs gain support and include younger learners, students may have a greater chance to become more proficient in a second language.

CHAPTER 6

TRANSLATING POLICY INTO PRACTICE

In the previous chapters I described the communities in the study and the steps they are taking to work towards goals in the Massachusetts World Languages curriculum framework. Based on the data gathered from teachers, administrators, and curriculum planners in those school systems, this chapter includes additional answers to the two other research questions: What primary decisions and plans are curriculum planners making and what are the effects and implications of their revisions? The chapter presents basic decisions that World Languages curriculum planners need to make and explains how current practice in the schools in the study communities can help schools elsewhere implement the state's new World Languages policies. The chapter includes programming recommendations for cities and town elsewhere and suggests future research for examining the effects that language reform has on students and their schools.

Despite the accomplishments that the school systems have had in integrating certain goals of the World Languages framework, each district still needs further expansion of its language program. All learners have not had the opportunity to study a second language and all elementary schools do not yet have a language program. Centerfield, the system with the most advanced primary school program, has been expanding it over the past several years. That system will need a few more years before it includes elementary students in all schools and extends its World Languages programs to the middle school level. The other systems have not yet started

programs for younger learners. Greater overall program coordination among the various schools within districts is necessary so that World Languages teachers can work together to connect the study of a language to other disciplines and build a sequential curriculum. In order to develop continuous K-12 second language programming for all learners, each of the school systems needs additional time.

Programming Recommendations

Based on data collected in the three school systems, the intent of this section is to recommend measures and explain important considerations that can guide planners as they revise World Languages curricula. They are based on practices that educators have found helpful as well as the weaknesses articulated by participants in the programs. The curriculum revision procedures are ones that other schools can use during preliminary preparations, as planning begins, and as programs grow. The measures are presented and organized here into those three general stages, although they can occur simultaneously and at many stages of planning.

Preliminary Plans

The schools that are making initial moves to establish and improve World Languages programming throughout their school system are taking some of the measures that are described below.

- Providing Adequate Supervision

  Data from each of the three school systems highlight the ways

that supervision can improve World Languages programming. Mr. Norton, the assistant superintendent in Northville, fills in as that district's World Languages coordinator. There are no other World Languages department heads or directors for the program. Although Mr. Norton oversees the language program, he wrote in his survey that administrators have a minor role in the program. During interviews, teachers commented that he has no time to adequately supervise it because of his other job responsibilities. His written survey and interviews with teachers revealed how the lack of supervision has impacted the World Languages program. Mr. Norton wrote that poor coordination and the lack of a program administrator have prevented publicity and additional support for World Languages. The program does not foster community and parent involvement. When discussing program leadership and support, one Northville teacher commented, "There is no one out there trying to bring anything in for us."

Southbury also has no system-wide World Languages director, but it does have language department heads at each of the schools in the district that offer second language study. Unlike the assistant superintendent in Northville, the department heads have experience teaching foreign languages and more time to supervise the program. Mr. Shea, for example, explained during his interview that in his role as department chairman, he has advocated for increased financing and obtained funding that the program normally would not have received. However, like Mr. Norton in Northville, he admitted that he does not have enough time to attend to all the issues that he feels are important for implementing the curriculum. During an interview

he said that his teaching responsibilities are time consuming and wrote in his survey that there is no regular program for communication with the community apart from occasional school newsletters.

Centerfield has been able to make the greatest amount of curriculum change. Dr. Peterson, the district's World Languages liaison, has had the time necessary for developing relationships with local businesses and colleges. Those connections have provided extra assistance for the program. Teachers explained that he also actively seeks presenters for professional development activities and works closely with the staff at the Massachusetts Department of Education. While the two other programs have not established a plan for regular communication with the public, he seeks publicity as an essential way to stimulate growth.

The surveys and interviews showed that adequate supervision for the program and planning process is a productive and worthwhile first step. A district supervisor with experience in second language teaching can oversee the entire World Languages program and have responsibility for coordinating the curriculum reform process in buildings within the district. Sufficient time for meetings with representatives from all schools can efficiently and effectively promote improved programming. In the districts with a World Languages director or department head within each building, the supervisors were able to provide direction and promote communication among staff in order to plan a more sequential and interdisciplinary course of study. Knowledgeable directors like Dr. Peterson in Centerfield can procure assistance from other sources in

the community. They can build greater community support and advocate increased financing for language programs like Mr. Shea has done to acquire new computers for Southbury's language lab. They can also recruit appropriately qualified staff and provide relevant and helpful training for teachers.

- Responding with Immediate Action

Centerfield, the community with the most extensive program, has been working to revise World Languages curriculum since education reform legislation was first enacted. An asset to Centerfield's program has been the extended period of time that it has had to grow in comparison to the other two districts that are still in the initial stages of contemplating plans for revision. Teachers in Centerfield mentioned that many of their advances were due to the early start they had in making revisions. The World Languages liaison introduced them to state curriculum reform plans at an early stage and kept them informed of developments and changes in them. Teachers met without delay and began building their program which will soon extend throughout all grades.

Despite that system's accomplishments, many teachers in the schools stated that there is still work to do before their plans are completed. Even schools that began the reform process early feel that they need additional time to expand programs and make changes. Because of the length of time needed to put changes into effect, those schools that have not yet begun work on their curriculum would benefit most if they started as soon as possible.

- Implementing a Self-Assessment

At the time of the study, the World languages teachers at Northville High School had not recently assessed or updated the school's language curriculum. There was an incongruence between their written World Languages curriculum and the courses that the department was offering. One Northville teacher said that the department probably would reexamine their curriculum the following year in order to prepare for the school accreditation process.

The World Languages curriculum in Centerfield was more current. The World Languages department in that community had been assessing ways to improve and expand their programming based on a survey sent to students, parents, faculty, and administrators. Results from the survey helped them decide which languages to offer and in which grades to begin second language instruction. The survey signaled the amount of support that the program would have and indicated which neighborhood schools in the community had an interest in beginning a pilot program. Similar assessments could assist other systems in acquiring initial support for their programs and help determine how to maintain them. In order to chart the direction in which to take World Languages programs, an assessment of the community's needs and wants can be helpful for schools.

- Providing Continuous Professional Development

Teachers in Centerfield said that Dr. Peterson, the World Languages coordinator, has made deliberate and determined efforts to carefully investigate current research on language, teaching, and learning methods. They said that the liaison has sent teachers to

workshops to learn from other professionals and has solicited some of the best available professional development programs for language instructors in the Centerfield school system. He lectures around the state himself, about his district's language program and World Languages in the schools. In his survey he emphasized that language teachers in Centerfield use a "variety of teaching methods" to make language comprehensible to learners with various learning styles. During their interviews, several teachers attributed their use of different teaching methods to the professional training that their system has provided. Southbury's World Languages supervisor also said that he has been able to attract some professional development programming to his district, although it has not been as plentiful as in Centerfield.

Careful investigation of current research on language teaching and learning methods has appeared to help some schools investigate and improve their language program. Several educators in the study have examined a variety of language teaching approaches in order to decide which ones would be the most appropriate for their system and the students in it. Their knowledge of the composition of the local population also has assisted them in selecting instructional approaches to use and languages to offer. Some of the schools in areas with a large population of language minority students, for example, have decided to create language courses for native speakers of the target language. Their experimentation with different language learning models reflects the creativity of pilot programs elsewhere in the state. Other Massachusetts communities, for example, have explored two-way approaches that allow native

and non-native speakers to learn language skills from one another (Lambert & Cazabon, 1994). Government census reports and other reports and statistics from the state department of education are helpful resources for supplying information about cities and towns in the state. Schools in the study, such as those that have initiated new programs and courses, have found that the selection of particular methods for teaching certain learners and languages can have an effect on the way students acquire language. The grammar-translation method, for instance, may be advantageous for learning classical languages such as Latin but less successful for teaching communicative competence in a modern second language.

- Reviewing Programs in Other Communities

Educators in each of the communities recognized the value of making contacts with other school districts as a way to improve their own World Languages classes and instruction. Although Northville had not made programming changes that were as significant as the two other communities, the assistant superintendent wrote that the system soon hopes to begin a two-way elementary program. One high school teacher in that system commented on the aspiration to offer World Languages study to elementary learners. She explained that the assistant superintendent's observations in Centerfield and elsewhere were the initial motivations for considering such a program:

> [Centerfield] started with the two-way bilingual in first grade and second grade. It's a pilot program, and I think it's the way to go... the assistant superintendent has looked at the [Centerfield] model...and he went to a school in Connecticut

> where they have languages on the elementary level. He was very impressed with that. He would like that model for [Northville] later down the road.

Observations in the other school systems interested him in elementary World Languages programming and establishing an elementary curriculum has been an aspiration for his school system.

The high school department head in Southbury also understood the importance of knowing about language programs in other districts and stays informed of program developments in nearby communities. In his area of the state, administrators of World Languages programs in different communities have started to meet periodically throughout the school year. At their meetings, the supervisors discuss their language programs and the developments that they have made.

Teachers in Centerfield, the district that has inspired the assistant superintendent in Northville, also feel that reflecting on World Languages programs in different communities can help planners improve their curriculum. When discussing recommendations for schools that are integrating the new curriculum, Centerfield teachers suggested visiting other communities with established programs in order to observe classes and see how they can adapt elements of the programs to their own districts. Observations at different schools allow teachers to talk with others who are concerned with similar goals. The opportunity to observe a variety of World Languages programs has enabled instructors in the participating communities to access and contrast ideas for programming. Visiting and reviewing programs gives

educators a way to speak with other practitioners and get their advice for revisions.

- Evaluating Course Offerings

Several schools in the study determined that their course offerings needed to more carefully recognize student differences. Centerfield, for instance, had found that language courses for native speakers of the target language were an important part of their curriculum. The city's Hispanic population had been increasing and teachers believe that the Spanish for Spanish-speakers courses that they offer provide greater interest for more proficient learners. The courses give them challenges that are more appropriate for their level of skill.

In addition to courses for native language speakers, teachers in Centerfield also understood that they need to create more advanced programs for learners entering the middle and high schools with elementary second language training. Southbury was planning courses for students with learning differences in order to give them special assistance as they acquire a second language. Along with knowledge about programs in other communities, teachers in the study remarked that their familiarity with the local population had helped them to reassess their program. An evaluation of course offerings and students' skills will help decision makers determine how to best accommodate all learners.

The Planning Process

As schools make revisions, several strategies can help them enrich the curriculum and achieve greater results.

- Open Schools to the Community

Teachers at Southbury High School described how the input from community members has helped their school. Mr. Shea, the high school department head, said that the acquisition of new technology exemplified the impact that the community has had on his program. He repeatedly petitioned the school committee for updated equipment before he was finally able to purchase it. After presenting his needs to the school committee numerous times and soliciting community support, the program received enough assistance to purchase the materials he requested. The department head said that he now encourages visitors to see the results of their commitment by opening the school to them and allowing them to tour the facility.

Through education reform legislation, Massachusetts mandated each public school to create a school-based council. Educators in the three communities have organized their councils in an effort to include educators, students, parents, and other community members in educational decisions and allow them to voice their concerns. The school systems in the study have found that the councils have been another way for them to open their schools to the community. The committees are intended to give everyone an opportunity to participate in school budget and improvement planning and help identify educational needs of students. Teachers in the study said

that the participation that they have received from others outside the school has alerted local citizens to important school concerns and broadened support for school programs.

Centerfield supplements the guidance and assistance that its school members provide by actively recruiting additional community resources and identifying others who can offer assistance. The World Languages liaison in that community had solicited local businesses, colleges, and government organizations to capitalize on their services and support. Several teachers felt that the added resources have given them valuable help in their classroom, such as assistance from student teachers and guest presenters. The study data showed that actively promoting community participation in the schools has positive effects on programming. Educators' comments indicated the importance of including the entire community in the planning process and the benefits that collaboration has for students.

- Work to Acquire Resources

World Language directors and administrators who participated in the study explained that some of their primary responsibilities are to create budgets and seek local financing. They must carefully plan in order to obtain materials that are necessary for operating and improving the language program. Data from the Centerfield school system, for instance, showed that its World Languages liaison actively made efforts to clearly articulate the curriculum and encourage cooperation among teachers. Dr. Peterson, the liaison, assists other World Languages supervisors in the district in

assessing departmental needs within each building. Together they define goals and determine budget priorities for new materials. After planning, they seek the financing and authorization for making new acquisitions. At the time of the study, Dr. Peterson was helping the World Languages department heads make a concerted effort to acquire new texts for the program. Despite their efforts to select materials judiciously, the director wrote in his survey that one of the program's major hindrances in implementing the new World Languages curriculum is the "cost of purchasing new textbooks, materials, and technologies."

In contrast, Northville World Languages teachers indicated that their program lacks cohesion which seems to have an effect on their ability to acquire resources. Ms. King, the first teacher I spoke with in that district, said that although items like videotapes, magazines, and workbooks often get eliminated from purchase orders, she said she is able to get the basic supplies she needs for her classes. Describing the process for ordering materials, Ms. King said, "Well, you can't go crazy, but my principal never turned down a decent request, you know, like textbooks and things like that." There are no World Languages department heads in the district to plan department budgets. Language teachers submit their personal requests for materials directly to the school office. I asked Ms. King if the other language teachers also receive the supplies they need and she answered, "If they ask, they do."

However, other teachers disagreed. Another teacher at the same school, for example, said that money is a big issue and that he does not have the supplies he needs in class. A second middle school

Spanish teacher said that in her classroom, she only had eight Spanish dictionaries and thirty-eight textbooks for all her students. The shortage of texts requires her to keep the books in her classroom so that every class of students that she has can use them. Her students rely on photocopies and other materials that she supplies herself since the students do not take the texts home. At the same school, another teacher had the same difficulty and uses just one text from which she makes copies for her students.

In addition to its shortage of materials, the World Languages program in Northville had deficiencies in personnel and teacher training. One teacher said that when the principal holds department head meetings with school supervisors, the World Languages department is at a disadvantage because it has no chairman to attend the meetings and present needs. Other teachers said that a lack of World Languages personnel prevents their program from expanding. Whenever they need replacements for instructors who have left, one teacher said that they are frustrated because "language teachers are hard to find and good language teachers are even harder to find."

Two of the three urban districts in the study had total per pupil expenditures that were below the state average in 1995 (MDOE, 1996b). All three districts also had more students who were language minority or living below the poverty level than in many other affluent communities in the state. Wealthier districts often spend more on their schools, creating inequalities among the Commonwealth's communities. Schools with more money for programs like World Languages have an unfair advantage over

schools with less funding. Costly computers and other materials, for example, are not accessible to students in schools that cannot afford them.

A comparison of the school districts showed that organization and planning can give teachers more leverage when requesting funding. Supervisors in all districts felt that it was a challenge to acquire materials for their programs. However, teachers in Centerfield had greater leadership and organization which helped them publicize needs and advocate for departmental interests. As a group, the World Languages teachers in Northville had not planned a similar campaign to request materials and obtain the funding teachers felt would have helped them improve the program. However, administrators in both Southbury and Centerfield indicated that the acquisition of resources and support is engrossing and requires careful attention.

- Establish an Elementary Program

One Northville teacher said that the language department in her system must do much more if its students are to reach a level of second language proficiency that enables them to do well on the state comprehensive examinations. Although schools in that district had not yet begun an elementary program, she remarked that students must have a longer sequence of study to give them needed preparation:

> The assistant superintendent seems to feel that if kids start taking a language in the eighth grade, they will be able to pass some sort of test in the tenth grade. I tend to disagree with that. I think a longer sequence of language learning is better.

According to Virginia Collier (1989), that teacher has a reasonable argument. After synthesizing research studies about academic achievement in a second language, Collier found that most second language speakers can achieve basic communicative skills in approximately two to three years. However, both language majority and language minority students generally need four to seven years of second language study to reach national norms on certain standardized tests that are cognitively more demanding. Younger, pre-pubescent learners are also more able to achieve native-like proficiency in the target language when they are exposed to it at an early age.

In order to provide a longer sequence of language study, schools must extend their World Languages programs to the primary grades. One Centerfield middle school language teacher said that she recently visited an elementary school in that city to watch a Spanish lesson that her former student was teaching. Observing in amazement, she said that the young learners in the class were already able to use the target language in a range of activities, and in her words, they will be "incredible" by the time they reach her classroom in the seventh and eighth grades.

Teachers in all three systems felt that elementary World Languages programs are a key to developing more advanced language programs and more proficient second language students. The children in Centerfield who have been exposed to second languages at an early age are acquiring skills in another language while still learning content in their other disciplines. Elementary programs that begin as students enter kindergarten and extend to the

secondary level provide them with early language exposure that can extend over a longer period of time.

In Centerfield and other communities that offer second language study to elementary learners, students can achieve skills in the target language that students have customarily learned at an older age in their introductory level classes. As students leave elementary school with language abilities in another language, their secondary World Languages curriculum can become more advanced and age-appropriate. Centerfield now faces the task of uniting its new elementary program with the secondary one. Instead of starting the study of another language by learning topics such as the alphabet and colors for example, Centerfield teachers will be able to help older students who have acquired skills in elementary school to use their second language to read, write, and communicate about topics that interest students at their age.

As school planners work to improve their World Languages curricula, the establishment of an elementary program needs to be a primary consideration. Development of a primary school language program may take several years but early planning efforts will lead to greater student proficiency within several years. A delay in beginning an elementary program will also limit the amount of growth and curriculum revision that teachers can accomplish at the middle and secondary levels. Consequently, the procrastination in developing an elementary second language program will affect the level of proficiency that students are able to achieve in a second language program.

- Develop a System for Proper Student Placement

Mr. Shea, Southbury High School's World Languages supervisor, believes that in addition to the acquisition of new technology, the progress that his school has made in "finding the right fit" for each language student has been a strength of the school's curriculum reform. His department had increased its efforts to screen students before scheduling their language classes. In order to do that, the department developed a short writing sample test to see how well entering native language speakers and others with some language proficiency were able to read, write, and communicate in the target language. Teachers at that school could also carefully evaluate the material in the portfolios that students in language classes created. The department head said that language students often add to their oral portfolios on their personal audiocassette that they use when they have class in the language lab. Teachers can evaluate their portfolio work throughout the course and it gives them an additional way to assess whether students are ready to advance. At the time of the study, Southbury was also planning courses for students with learning differences. As the enrollment of students with Special Education backgrounds had grown, teachers wanted to place them in courses that were more in line with their abilities.

In Centerfield, the parent center provides information about each school and special program to make enrollment decisions easier. It assists parents as they register their children and gives them information about the growing numbers of program choices within the school system. The city has a range of magnet schools, schools that offer elementary World Languages programs, and ones

that have begun special secondary World Languages courses for native speakers of the target language. The direction given by that office and recommendations from the guidance departments in the schools help place students in courses that match their abilities.

Even though many schools have adjusted their curricula to try to accommodate all learners, there are still student placement difficulties. Dr. Peterson, the liaison in Centerfield, wrote that a major conflict in the implementation of the new curricula in his city has been scheduling classes to fit the schedules of students who have many required classes. During an interview, a department head at a high school in the same city also said that her school had a growing number of Spanish-speakers but had not yet begin a Spanish for native speakers class like other high schools in the district. Southbury had no courses for native speakers and the World Languages department head said that he often has to cancel the upper level Spanish class because of the unavailability of teachers and low enrollment. The cancellation of the advanced classes sometimes counteracts the advances that the district has made to test and properly place students at a level that gives them the greatest challenges.

The World Languages curriculum framework aims to have all students gain proficiency in a second language. Students who traditionally had not studied World Languages, those who already have second language abilities, and learners who may need more individualized attention are currently enrolling in classes. In addition, students are now learning second language skills at different ages. The increasing variation in learners' ability levels

makes student placement in the most appropriate class more important than before.

The educators in the study find that they need to consider students' language backgrounds, previous language experience, ages, and their second language abilities and skills before determining which course and level of study would give them the greatest potential for growth. The use of different instructional methods and the type of language program that would be best for learners are factors that influence placement decisions. Some students, for example, may profit more from a course for native speakers of the target language rather than from placement in a traditional World Languages program. Diagnosing student differences and ascertaining their level of skill in the target language can help educators place them better.

Curriculum developers must establish language levels based on the abilities that students learn in each one. Each stage of proficiency needs explicit prerequisite criteria for students and must reflect the developmental progression of second language learning. Dr. Peterson explained that in his system, educators drafted their curriculum with the goals and standards of the national and state frameworks in mind. Educators can get assistance for determining course proficiency levels by referring to proficiency scales established by groups such as the American Council on Teaching Foreign Languages (ACTFL) and by examining the levels suggested in the Massachusetts World Languages framework.

Once planners determine their program's proficiency stages, student evaluations can help teachers place them in the level that

provides the most appropriate learning environment for each learner. Instructors may choose one or a combination of methods to assess students' capabilities for advancement and placement in each level. A questionnaire or simple survey of language background may determine preliminary placement and can be accompanied by brief oral and written evaluations. Results from teachers' assessments and their recommendations for students who are already in a language program can determine their readiness for advancement to subsequent courses. However, placement in a level that is too easy or difficult will reduce students' gains from language instruction.

- Use Native Speakers' Talents and Strengths

During an interview, a middle school teacher in Northville spoke of the requirement for all middle school learners in her school to study a World Language. Her classes were small and the inclusion of more proficient students often frustrated her and caused her to become impatient with them. She said that she also had difficulties involving them in her lessons:

> ...[Native speakers] have to take the Spanish no matter what and they get bored...At the beginning, I had a really tough time because they were bored. They kept talking in class.

As teachers in several other schools also mentioned, she felt that native speakers in her classes were disconnected and uninterested in their lessons. She mentioned that there had been times when she isolated them in the classroom because of their poor behavior and indifference to her. Several teachers also had the same viewpoint toward language minority students in their classes. Those teachers seemed to disregard native speakers' talents and strengths that

could have been used to improve language study for them and their classmates.

Every student enters a World Languages classroom with certain language skills and first-hand knowledge of particular cultures. Instructors' lessons are more meaningful for students if they are rooted in students' experiences and knowledge of language and culture. Native speakers and those who come from ethnic backgrounds in which the target language is spoken can be especially helpful as they work with non-native speakers and those who may be less familiar with their culture. The cultural and linguistic experiences of all learners is essential in a World Languages classroom because students from diverse backgrounds can examine and learn about others' backgrounds while analyzing and discussing how they are similar to and different from their own.

Several teachers had begun to experiment with small group work so that students could learn about their classmates as they completed assignments. Educators must explore similar ways to access students' knowledge on a daily basis and integrate it with lessons. Group discussions and pair work are examples of possible methods that some instructors have found to be successful. Although World Language programs in nearly all the schools in the study had not made connections with learners in bilingual education or ESL programs, schools should investigate how such an association might benefit learners. Students from World Languages classes might be able to regularly work with native speakers in those classrooms in order to complete assignments or projects and work with elementary school students in bilingual classrooms. Teachers

can consider various arrangements that encourage students to work together, actively participate in lessons, discuss important topics, and value each others' heritage.

- Show Multicultural Nature of Discipline

Teachers in all three districts have made attempts to blend the study of different cultures into their classes, but overall there seemed to be a much heavier concentration on teaching language skills. Excusing the inadequacy of culture teaching in their lessons, many teachers said that the pressure of the impending state tests and the uncertainty of what would be on those evaluations had been one of their major concerns. Instructors wanted to ensure that their students would have the necessary language skills to perform well on them. Few teachers, however, were native language speakers of the languages they taught. Greater attention toward the inclusion of culture in World Languages classes might result from more active recruitment of minorities and teachers who are native speakers of the languages they teach. Additional professional development might also increase teachers' familiarity with other cultures.

In many instances, teachers said that the lack of time to coordinate lessons with colleagues in other departments was to blame for their inability to create more interdisciplinary projects for students. Several teachers mentioned that there also was less time for extras such as fieldtrips during which students learn about the relationship between what they learn in class and their community. They said that those trips had not been as frequent as in the past.

In many schools, the presentation of culture seemed to be at a basic level. In Northville, for example, students' familiarity with other cultures was limited to map making, writing reports, and drafting travel brochures about foreign countries. Similar assignments were common in Southbury and Centerfield as well. Teachers in the various schools have celebrated different cultures by having international days and recognizing holidays with their students, allowing them to bring in food for those events from their own ethnic backgrounds. One teacher said that he sometimes brings his students to a local Puerto Rican restaurant.

There were some indications that schools were trying to deepen the study of culture and encourage students to more critically examine cultural differences. In Northville, the arts magnet school at the art museum had a curriculum that was considerably more interdisciplinary than ones in other programs. Students worked on thematic units, combining study from several subjects in an integrated arts approach. Learners explored art from different cultures and worked on their own portfolios. In two Northville schools, culture study within the World Languages classes inspired murals and other displays for the school hallways.

Teachers at Southbury High School understood the need for a greater emphasis on culture teaching and created a culture curriculum to accompany language lessons. Although teachers were not using the cultural units as often as they had expected, they had made greater attempts to discuss the customs and values of others with their students. The Centerfield language liaison wrote that in his city, "interdisciplinary connections are becoming more

prominent at all levels of language study." In some schools in that district, teachers connect their lessons to school themes so that study in different disciplines overlaps. In all districts, teachers use small group and pair work more often which allows students of different backgrounds to work together and learn from each other.

Advancements made in some schools showed that there are a number of ways in which teachers can demonstrate multicultural perspectives and integrate ethnic content in their lessons. The integration of multicultural concepts can increase students' ability to master course content, foster an understanding of others, and promote appreciation and respect for diversity. Instructors in some schools have begun to blend ethnic content in each lesson by teaching from various perspectives in an interdisciplinary way. They have introduced material from subjects such as geography and history for instance, while discussing customs in different cultures. Besides merely observing and celebrating cultural holidays and recognizing well-known figures, some teachers are beginning to design World Languages curricula that includes the study of peoples from all social levels and cultures so that learners can understand issues from many viewpoints.

Schools can advance language learning in a multicultural environment which supports students' use of different languages in all areas of the school. This study seemed to show that instructors in each of the participating districts still must work to make second language use in schools as common as it is outside the building in the community. Efforts to build linguistic diversity in schools and fortify the multicultural nature of the discipline might give World

Languages students opportunities to achieve greater second language proficiency and understanding of others.

- Make Connections with Higher Education

Cooperation with faculty and students from local colleges and universities has added strength to Centerfield's World Languages program. College students who have interests in languages or education have worked as mentors with younger learners, giving them individualized attention and tutoring. A middle school teacher in that district said that students who have apprenticed in her classroom have been valuable role models for learners. In return, the college students have benefited by gaining experience that is useful for careers in teaching.

In Centerfield, alliances among schools have benefited both the public schools and the student teachers' institutions. Their relationship has allowed colleges to gain a keener awareness of current educational issues, World Languages programming, and the needs of schools. That awareness may lead to improvements in their teacher preparation programs. Apprenticeship in the schools also has served as a resource for the city's World Languages program because it has allowed them a role in the formation of future teachers. The teachers felt that apprenticeship in schools can encourage prospective teachers or dissuade them from entering the profession.

If schools like those in Centerfield strive to ensure that the apprentice teaching experience is successful and engaging, their efforts may reward them by enlarging the pool of qualified

candidates needed to meet the growing need for professionals. One high school World Languages teacher in Northville said that many teachers in her system are on the brink of retirement and that the district has difficulties hiring and retaining personnel. She felt that beginning teachers have the ability to strengthen and refresh language programs with their new ideas. Associations with colleges and universities may help public schools to recruite and hire well-prepared teachers who are prepared to improve World Languages programs and expand curriculum.

Continued Growth

As programs become more established in the schools, there are additional steps that planners can take to continue their work and provide additional development.

- Prepare Plans for Recruiting and Hiring Personnel

It was clear that in each of the participating school systems that the demand for trained language instructors outweighed the supply of qualified help. Northville, like the two other districts, had several language teachers who had been teaching in the school district for many years. However, that particular school system seemed to be more plagued by the inability to retain their recently hired teachers. Although it may have been a contributing factor to the poor retention of teachers, participants did not indicate that they were dissatisfied with their salary or that their compensation was lower than elsewhere. When one of the high school World Languages teachers spoke of a new instructor in the department, she

explained the troubles that her school has had in finding candidates to keep that position filled. I asked her how long the new hires for that position had lasted because she complained of the instability that the turnover rate created for the department. She responded by saying:

> Betsy was here for two months [and] Anita was here the year before...Then we had Anne. She was here for one year...Jackie who was here for two years...a woman who was here...[the] year before that...[and] a man who was here for six months.

Some of the past employees had left because of their personal situations, but others had performed poorly in the position and had been asked to leave.

In several schools, the hiring and retention of language teachers was similar, although not as drastic as in Northville. The poor supply of well trained language teachers makes it necessary for schools and World languages programs to design methods for recruiting personnel in order to attract candidates with instructional skills. Some schools in the study have found new teachers who can help them build and expand World Languages programming. The start of elementary second language programs has created an additional need for able instructors. The study participants who share responsibility for hiring new personnel expressed that candidates who are native language speakers of the target language, are capable to teach more than one language, and have proper state certifications are ideal applicants. However, they often had low expectations of hiring someone with all those qualities because there were too few of them.

Massachusetts has recently enacted teacher enhancement legislation to attract capable candidates to the profession. Under Massachusetts law, Chapter 260 of the Acts of 1988 provides a Teacher Quality Enhancement Fund that has been set aside to support enhanced recruitment efforts. Future Educators of America Clubs and the Teachers for Tomorrow Scholarship program are samples of the ways the legislation will affect students in Massachusetts schools by encouraging them to use their talents in public education. The Future Educators Clubs are programs at the middle and high school levels aimed at developing student interest in teaching and attracting diverse populations of learners. The Teachers for Tomorrow Scholarship Program offers high school seniors in the top 25% of their class tuition remission at a Massachusetts public undergraduate program if they agree to teach for at least four years after graduation.

These two programs are examples of how the state is preparing to attract the best and brightest to the field of public education. Local school systems can gain from such programs by promoting them in their schools. In addition, World Languages program supervisors can have more success filling available positions by working with directors in other school systems, college campuses, and professional organizations to obtain referrals for prospective teachers.

- Supply Necessary Training

Teachers in Centerfield were pleased with the quality and amount of professional training that their World Languages

supervisor had coordinated for them. Study participants explained that he actively sought recommendations from teachers about the types of training they would like and asked teachers returning from conferences for names of presenters with effective programs. He draws upon that information in order to organize and provide relevant and interesting workshops for others in the district. The same language director also has contacted vendors and publishers from textbook companies so they could introduce materials to instructors and demonstrate how to use them in classes. Teachers commented that these presentations were helpful for them.

The study showed that similar amounts of pertinent professional development opportunities, however, were not common in the other districts. In many schools, both newly hired and veteran teachers were in need of continued training. Inservice training is as important as the preservice training that apprentices receive in teacher preparation programs. Teachers in Centerfield believe that training enables instructors to examine important educational issues and stay familiar with their discipline. Courses, workshops, and seminars can provide practitioners with developments in theory and practice. Unfortunately many schools gave teachers little support for participation in conferences and institutes outside the district. Attendance at professional workshops gives teachers the opportunity to explore ideas from other areas and bring them back into their own district. A variety of relevant training programs and opportunities for teachers can ensure that teachers have the knowledge and tools they need to continuously revise and improve the curriculum, but many in the study have had difficulties

accessing that professional development. World Languages instructors in this study, for instance, felt that they had a need to gain familiarity with the new Massachusetts World Languages framework and curriculum reform efforts. There are several ways in which World Languages supervisors can encourage professional growth and ensure that language teachers maintain their second language skills. A greater emphasis on training could help them implement the new curriculum.

- Assess Outcomes

One high school World Languages teacher in Northville explained that the impending state second language achievement tests are a worry and pressure for school administrators. However, as of September, 1998, the state assessments for the World Languages discipline had not yet been developed. At that time, the Department of Education was still examining its World Languages framework and researching what other states do in the area of state testing of foreign language competence. As a result, there was no definite schedule for when the language assessment program would begin with pilot and trial testing.

World Languages teachers seem to anticipate poor results on the state assessments, but the test results may indicate the weaknesses that students have and problems in World Languages programming. The exams the state will use to assess learners in each discipline are one way to evaluate if and how schools are reaching the new curriculum's standards and goals. Local World Languages programs can also establish their own procedures for

program evaluation and determine methods for monitoring progress. The school's own self-assessments can help World Languages programs prepare for state assessment results and anticipate how to react to them. World Languages curriculum planning is an ongoing process and curriculum planners must continually evaluate and revise programs.

- Publicize Programs

The World Languages liaison in Centerfield has made classroom videotapes of his teachers conducting elementary classroom lessons. He used those tapes during presentations to the community to show the effectiveness of the elementary program. The director felt that as parents and others in the community view the lessons, they would see the success the program has had with young learners and would be more willing to support its expansion. Southbury High School's World Languages department head has encouraged visitors from the community to see the new language laboratory and witness how their support has benefited the language program. The World Languages supervisors from both systems noted the importance of showing the community ways in which public support has advanced their programs. They see that the future growth of their World languages programming depends on a continued alliance with the community. Once parents, businesses, colleges, organizations, and other residents offered the World Languages programs in those districts their initial assistance, the schools maintained their interest and involvement in order to support additional advancements. Curriculum planners elsewhere can organize similar

methods for advertising their program's needs and show residents the ways in which community participation can advance second language teaching.

Future Research

There are several ways in which researchers can build upon the work done in this dissertation. Long-term studies that follow up on the curriculum reform that schools are doing could chart the performance of their language programs and help determine if schools have the support to achieve the goals and standards set forth in the curriculum frameworks. Studies that investigate the development of World Languages elementary education in the state might determine if and how those programs are growing. An examination of the relationships that schools have with departments of education in colleges might explain how those partnerships can be strengthened so that systems are guaranteed more qualified teachers in the future.

Studies done over a longer period of time could also help evaluate the effectiveness that the programs have and the second language skills that they provide for learners. As assessment tests are composed to measure what students know and should be able to do in the discipline, studies can be done to determine if the exams accurately reflect second language capabilities of the students who take them or if they are biased in any way. If the test results provide a truthful picture of students' language skills, a study of the results and how they relate to the World Languages programs in various communities may help further determine which districts

have the most successful programs, the reasons for students' success, and what techniques schools in those communities use that enable students to perform well.

A wider sampling of communities could also provide a more detailed view of language programs in the state. This study is limited because of the number of participating communities. A more representative sample, including communities of different sizes and ethnic and linguistic compositions, could show the affect that those variations have on the quality of programming that students receive. Results from that investigation could help determine which schools need to improve instruction so that it is the same caliber as that in other systems. Those types of studies could help ensure that students from all cultural, racial, linguistic, and social class backgrounds have a more equitable education. Future study of these current educational challenges can assist decision-makers in becoming more skilled in developing educational curricula and approaches that foster learning for all youths. Schools that provide equitable education for every student will facilitate learning and come closer to approximating the ideals in the World Languages framework.

Conclusion

Data from surveys, observations, interviews, and visits to the three school systems clearly indicated that there are deficiencies in each of the three districts. Schools in the three areas have not yet reached the ideals of the Massachusetts World Languages framework and each has had a different approach in translating policy into

practice. To varying degrees, World Languages programs in each community have difficulty finding new teachers and have inadequate funding, limited access to technology, a shortage of pertinent staff development, and insufficient support for second language teaching.

Greater familiarity with the state World Languages framework can be an initial step for schools as they build their programs. Schools have the responsibility of determining how to implement changes and use the variety of resources in local communities to help them reach state curriculum standards. There needs to be less inequality among districts so that learners in more impoverished schools have the same opportunities as students in communities that spend more money on their schools. As school districts in the state become increasingly multilingual and multiculticultural like the districts in this study, educators can learn how to profit from the first-hand knowledge of various cultures and languages that students bring with them into their classes.

Through the passage of education reform legislation, parents have confirmed that education is a priority for them. Many parents are often willing to support schools and World Languages programs, but they may need encouragement to actively participate in their local schools and may need to know how they can help. The language programs have instructors who are motivated to improve students' learning environments and can help them acquire greater skills and proficiency but they also need greater direction and training. Teachers know that they have to work with others in the community to reach the goals of the curriculum and greater supervision can unite their efforts. Schools must take a lead in providing direction

and accessing available resources to make plans and improvements. Cooperation among parents, teachers, administrators, and others in the community can build a sequential and cohesive kindergarten through grade twelve World Languages program.

Despite the progress that schools have made, they need more time to make curriculum revisions. It will take additional time for students to profit from those revisions once they are made. It would not be realistic to suggest that all changes in World Languages curriculum will always produce beneficial or immediately noticeable results among learners. There are many variables in language acquisition such as the age of learners at the time of exposure to a second language and membership in a language minority group. Proficient second language acquisition will require various amounts of time for learners of differing ages and backgrounds. Schools cannot expect that all learners will reach the World Languages framework goals without making curricular improvements. However, improvements such as the introduction of elementary World Languages programming will help students to begin building and strengthening their second language proficiency.

This study has brought closure to my five years of graduate study. The completion of the project gives me a sense of satisfaction because I am now able to share the results of the work with other schools. The study might provide a new perspective on World Languages programming for language teachers and others interested in World Languages education. Although challenging, the new state framework has the advantage of giving each community freedom to make individual choices that are sensible for their

unique situations. The impact of the curriculum reform effort varies from school to school. Each of the districts is working at its own rate to promote new initiatives. Even though there were definite gaps between the recommendations in the state frameworks and what schools have been able to accomplish, the examination of the different reform measures in each school system has given me a greater understanding of school management. I hope the study can prepare other educators with methods for integrating state standards so that all students can reap benefits from their improvements.

Data collection provided an opportunity to connect with practitioners in other school systems and witness how those districts are working toward greater second language proficiency for their students. Similar opportunities for educators elsewhere can give them a perspective on how their program compares with others and ideas for improvement. Now that I have completed the study, educators can also use its results along with other information on school reform to conduct additional research and improve deficiencies in language programming.

POSTSCRIPT

The Foreign Language Curriculum Review Panel reexamined the 1996 curriculum framework and presented its recommendations to the Massacusetts Board of Education at its meeting in November 1998. It based its revisions on the 1996 World Languages Curriculum Framework and the national Standards for Foreign Language Learning (1996). At the meeting, the Board provisionally approved the revised framework, although it delayed its final endorsement. Concerned with the Board's procrastination in accepting the curriculum, the high school World Languages administrator in Southbury drafted a letter with the World Languages administrators in nearby communities and sent it to the Chairman of the Board of Education. In it, they questioned the Board's apprehension to approve the final World Languages framework.

Dr. John Silber, the Chairman of the Board of Education at that time, responded to the World Languages administrators. In a letter to them he contended that financial difficulties had prevented school districts from implementing the early introduction of World Languages instruction. In that letter, Silber reasoned that the high expense for mandated programs had impeded World Languages support:

> "...it is important not to lose sight of the fact that many districts are operating under severe financial constraints brought about by the spiraling costs of mandated programs in bilingual and special education. Serious reform in those areas is necessary if we are to achieve needed reforms in other areas (J. Silber, personal communication, December 11, 1998)".

While such funding has not precluded reform in other academic disciplines, Silber inequitably claims that it has been a factor preventing the greater implementation of language reform. It seems that the support which educational leaders give to second language learning will directly influence the opportunities that students have to learn another language.

In February 1999, the second edition of the Massachusetts Foreign Languages Curriculum Framework finally received approval from the Board of Education. Its most evident change is the referral to World Languages once again as "Foreign Languages." The return to that term appears to contradict reasoning for originally changing the designation to "World Languages." However, now that a formally approved curriculum framework is in place, cities and towns need to focus on its goals. Earnest reform will depend upon the cooperative efforts of students, parents, educators, and others in each community.

APPENDIX A

SELECTED LANGUAGE TEACHING APPROACHES

There are a number of foreign language teaching methods that can help teachers approximate the idea of a "World Languages" classroom as described in the Massachusetts World Languages Curriculum. This appendix presents several of the most commonly acknowledged models, briefly describing the methodology, goals, and main characteristics of each method. The terms "approach," "method," and "technique" can cause confusion concerning the interpretation of ways to teach a second language (L2). Carlos Ovando and Virginia Collier (1997) clarify that an "approach" to language teaching involves a set of assumptions about language and language teaching, a "technique" is an instructional activity used at one time, and a "method" is a set of techniques that work well together and may share a set of assumptions. They suggest that the term "methods" can be used to explain the ways to teach a second language (L2) (Ovando & Collier, 1997).

It is also important to note differences between teaching a foreign language and teaching a second language to language minority students in a bilingual or ESL classroom. A second language is one that learners acquire in an environment in which the language is spoken natively (Larsen-Freeman & Long, 1994). In a traditional foreign language class, the teacher may be the only model for students' exposure to the new language. Second language classes differ because students may also acquire language outside class through interaction with people and in other classes taught in the L2. In a second language context, it is not as crucial for an

instructor to follow strict order of a grammatical syllabus or control the language structures introduced in class (Ovando & Collier, 1997).

Grammar-Translation Method

The goals of the *grammar-translation* method are to enable students to learn grammar rules, memorize vocabulary, and read and write in the target language. The approach places greater emphasis on the memorization of rules and vocabulary to interpret written work rather than on oral language learning. The native language is used to explain second language use such as the conjugation of verbs. The instruction of classical languages often relies on the approach. The grammar-translation method often was used in many language classes which were taught until the early 1960's when there was an increasing emphasis on improving oral skills. There is now a greater concern for total communicative competence and the method when used alone is not viewed as a complete program. It results in low amounts of acquired competence (Krashen, 1986).

Direct Method

The *direct method's* goals are to enable students to think and communicate by directly associating meaning to the target language. One basic rule of the approach is that no translation is allowed and teachers often demonstrate meanings to students rather than explain or translate (Larsen-Freeman, 1986). Language is mostly spoken rather than written and students learn new words and expressions through pantomime, pictures, films, tapes, and other

realia. Students practice the new vocabulary by using it in sentences and inductively work out the rules of grammar and learn new culture through the use of language and generalizing from models. Examples of the language are connected to students' interests and the teacher discusses rules in the target language after using particular samples of topics in exchanges with students.

The direct method is sometimes called *immersion.* However, it is not the same approach used in other partial immersion programs in Canada and elsewhere in which students receive some native-language support. Other varieties of immersion approaches are described below. ESL classes composed of students from varied language backgrounds approximate the approach of the direct method when classes are taught entirely in a L2. The direct method does not concentrate on audio-lingual manipulative drills but rather on more natural, open-ended responses and actual use of the language.

Immersion

Complete or *partial immersion*, which offer different percentages of native- and foreign-language learning, are also alternatives. There is a distinction between teaching a foreign language and teaching a second language to language minority students; however, when partial immersion is effectively used, it can help both majority and minority speakers learn a second language. While complete immersion can be similar to the direct method, partial immersion is another option that offers variations in the amount of time that a school system may wish to dedicate to the second language. When language input is comprehensible for

learners, subject matter teaching can teach curriculum content as well as the language it is taught in (Krashen, 1986).

Immersion is a foreign language approach in which the foreign language is used to teach regular school curriculum rather than being the subject of instruction itself (Met, 1993). Recent studies have shown that two-way immersion programs in the United States are increasingly popular alternatives that effectively promote academic and cognitive development (Center for Applied Linguistics [CAL], 1997, January 7). Two-way immersion can also promote integration between language minority and language majority students. The Center for Applied Linguistics has documented eight Massachusetts districts that offer such two-way immersion programs (CAL, 1997).

Fred Genesee (1985) corroborated the findings of Canadian immersion programs by profiling several American ones. His study showed that immersion is a feasible and effective method for English-speaking American students to achieve levels of L2 proficiency at no cost to their native language or progress in learning content-area curriculum. In programs he studied, American immersion students attained higher levels of proficiency in all aspects of the L2 than non-immersion students. Genesee's study and work by Russell Gersten and John Woodward (1985) showed that the immersion approach, often used in magnet schools and bilingual/immersion programs, also had success among students from lower socioeconomic groups, minorities, and groups with varied linguistic backgrounds while the majority of Canadian and American enrichment programs involved mostly middle class, white,

English-speaking learners. In addition, immersion offers students a way to learn more about the culture of the people who speak the language they are studying.

Audio-Lingual Method

The *audio-lingual* method's aims are to get students to learn the L2 communicatively and to use it habitually and automatically. The repetition and imitation of dialogues present structures to students that are reinforced through drills directed by the teacher. Dialogues present cultural topics and limited vocabulary and students can learn grammar from those models. Grammar structures are sequenced and teachers control what they teach as a way to prevent student error. The sequence of listening, speaking, reading, and writing is followed, although the use of language labs and tapes gives greater emphasis to the skills of listening and speaking. The method has received criticism because of its heavy reliance on drills, dull mimicry, and memorization of dialogues (called "mim-mem") (Ovando & Collier, 1997). The approach trains students to model the L2 but they are often less skilled in using the language in authentic communicative circumstances.

Silent Way

The *silent way* derives its name from the way students learn a L2 by having responsibility for their own learning and using the language in interactions with peers while the instructor remains silent for approximately 90 percent of the time. Teacher-silence removes the instructor from the center of attention in order to

foster student autonomy and allow the teacher to more closely listen and work with the learners (Larsen-Freeman, 1986). Learning has a greater emphasis than teaching in the silent method. Rather than primarily modeling the language, the teacher points to color-coded graphemes on charts covering all visual representations of phonemes, the smallest utterances in the L2. Learners associate sounds in the L2 to sounds in their own language and develop listening, speaking, reading, and writing skills. As students learn the sounds, precision with phonemes, stress, and intonation are reinforced through direction rather than teacher talk. The teacher arranges situations by using Cuisinaire rods (color-coded by size, traditionally used for teaching math), word charts, wall pictures, and worksheets to develop students' vocabulary and provide topics (Ovando & Collier, 1997). By arranging situations, listening to students, and giving them clues, students develop vocabulary on various topics and learn to successfully communicate. Student learning has precedence over teaching as students develop independence and use the language to express themselves. Students learn at different rates and make errors while teachers refrain from criticizing or praising performances in order to promote students' self-evaluation.

Suggestopedia

Suggestopedia is an approach that lowers learners' inhibitions and attempts to lower their psychological barriers to learning (Larsen-Freeman, 1986). It makes them feel relaxed and confident in order to help them more naturally acquire language as children do.

The teacher's approach is lively in order to guide language learning and minimize anxiety, tensions, and any negative feelings. Rather than correct student errors, instructors model correct language forms. A more relaxed environment helps learners concentrate on using the language rather than on precise grammatical forms. The evaluation of regular class performance in place of testing is another way suggestopedia eases learners' tensions and helps them engage in natural communication.

Students have notes, texts, and translations of dialogues that teachers present to them with the accompaniment of music. As the music plays, students follow the dialogue that the teacher reads to the music the first time and then again in normal tones as they listen. Learners later practice the dialogues in the morning and evening to gain greater facility with the language. In class students select a new identity such as a name and profession in the new language to use for role-playing. Learners use the new identity to participate in activities based on the dialogues, such as interactive performances, songs, conversations, and games. The exercises help them learn vocabulary and grammar as they actively communicate.

Community Language Learning

Community language learning (CLL) is similar to the silent way because it promotes cooperation among students and responsibility for learning. The approach fosters a learning community as students assist and communicate with one another. In the approach, the instructor acts as a guide or counselor. As students sit in small groups and converse in their native language (L1), the teacher, acting

as a facilitator, supports students and provides translations in the L2 to the student-initiated talk. Their conversation supports the principle that language is for communication. After eight or ten sentences, they work as a group with the text of the new material so that they understand it. Grammar, vocabulary, and pronunciation are studied based on the conversations and needs of the students. The approach helps students feel secure and able to assert and involve themselves. Learners need to be attentive and reflect on the language and their performance. Retention and the ability to differentiate and analyze language forms in the L2 are also necessary (Ovando & Collier, 1997; Larsen-Freeman, 1986). As learners use L2 translations of their native language conversations in various activities, native language use is gradually diminished so that the L2 dominates discussions and students are less dependent on the instructor.

Total Physical Response

Total physical response (TPR) is a method often used at early stages of language learning. Instructors using the approach physically demonstrate imperatives in the L2 in a fun way and learners then carry out the movement themselves. Students' actions indicate their comprehension and observations of their actions can help evaluate their performance. Instructors rarely use the students' L1 and quietly correct primarily the major errors. When students have understood and physically responded to the commands, they later begin to speak, read, and write when they are ready. Learners acquire vocabulary and grammar through the imperatives.

Students can give commands to each other and to the teacher through games and acts. Movement can make learning enjoyable, hold attention, and reduce stress and anxiety. Studies show that students who simply observe a TPR lesson can do as well as learners who perform TPR on tests that demand TPR. Also, both students who observe and those who perform TPR are successful and can outperform students who write their answers on certain tests (Krashen, 1986). The fact that both observers and performers of TPR are equally matched may show that the use of the approach is not essential but that it may be effectively used to involve students and keep their attention.

The Communicative Approach

The aims of the *communicative approach* are to help students learn culture and to use language authentically in various social contexts and become communicatively competent. Some consider the approach as a response to the failure of the audio-lingual and grammar-translation methods to teach realistic, whole language skills (Galloway, 1993). The approach helps learners develop the skills to use appropriate social language and gestures in meaningful and authentic communication. Nonverbal actions are an important communicative tool that is also part of the language instruction in this approach. Students engage in communicative activities which require them to negotiate meaning and appropriately convey messages to express their ideas in various social contexts. Instructors create real life situations, pertinent to students' lives and at a suitably challenging level, to actively engage and motivate

them to learn relevant vocabulary and grammar. In these scenarios, students use authentic materials and communicate in an appropriate and intelligible manner. When teachers arrange students to work together in heterogeneous groups, more proficient students can assist and tutor less proficient peers. Such arrangements can benefit young learners who are eager to participate with their classmates. Cooperative learning and group work support diversity and individuality in learning styles and give students socialization skills (Short & Willetts, 1991).

In the communicative approach, teachers use the L2 and at times participate in student interactions. However, instructors often listen as students work with partners on dialogues and assignments so that they are also able to facilitate and monitor their instruction (Larsen-Freeman, 1986). Observations of peer interaction give teachers the opportunity to evaluate students as they work, although other formal evaluations and relevant tests are helpful in assessing communicative progress. A wide variety of instructional materials, activities, and strategies can be used in this approach. Students learn to listen, speak, read, and write in the L2 although greater emphasis is on communicative rather than linguistic competence.

Natural Approach

An aim of the *natural approach* (Terrell, 1977) is to give practice in the L2 to students by supplying comprehensible input. Although instructors use the target language, they simplify it for the students, use additional realia, do not force them to use the

language until ready, and correct only those errors that reduce fluid communication. Students receive input for acquisition during the entire class and may have other grammar exercises for homework. Homework errors, rather than classroom errors of form, are corrected. The natural approach is a method that lowers the learner's affective filter (Krashen, 1986). Krashen's "Affective Filter Hypothesis" describes conditions such as anxiety that act as filters which prevent comprehensible input from reaching students and helping them acquire L2 competence. Comprehensible input and discretionary error correction are elements of the natural approach that help to lower a student's affective filter, lessen anxiety, and encourage learning. Instructors also lessen anxiety by focusing short discussions on learners' personal backgrounds in order to foster a feeling of community.

Summary of Approaches

The approaches presented in this appendix are only an outline of several general distinctions of the major categories described in the language teaching literature. At times the task of separating the methods into separate groups is difficult because the approaches often share similar characteristics and are categorized in various ways in the literature. The categories of some methods are common in the works of several researchers while others are named and classified differently elsewhere. However, the reason for describing the methods in this section is not to strictly categorize them but rather to illustrate the multiple approaches educators have at their disposal for integration in a World Languages program.

APPENDIX B

CONSENT FORM AND COVER LETTER

Dear _____:
(participant)

I would greatly appreciate your participation in a study of World Languages programs in Massachusetts schools. As part of the study, I am interested in obtaining your ideas and am forwarding this information to you to give you a better understanding of the project and supply you with more information about myself. My name is John Tyler and I am an educator in Massachusetts public schools and a student at the University of Massachusetts where I am pursuing a doctorate in education. The project I am currently developing is part of my doctoral work. A main goal of the project is to examine if and how the Massachusetts World Languages Curriculum and education reform are being adopted in schools. I would appreciate the opportunity to interview you and/or have you complete a simple survey in order to get a clearer picture of the ways you envision the implementation of the new curriculum and reform in your district.

As you carefully read the attached consent form, it will provide you with a further description of the project and your participation in it. The University of Massachusetts requires all participants of similar educational studies to sign consent forms. Participants under 18 years of age must also have the permission of a parent or guardian. If you have any questions, I am available at (508) 791-5319. Your participation will contribute to a vision of how education reform is in effect in our schools and that information will be beneficial to many interested educators.

If the participation form is agreeable to you, please sign both copies, keeping one for yourself and forwarding the second to me in the envelope provided. Thanks for your cooperation, and I look forward to hearing from you.

Respectfully,

John Tyler

WRITTEN CONSENT FORM

My signature on this form indicates my agreement to participate in a study about World Languages and Curriculum Reform by John P. Tyler, a doctoral student in the School of Education at the University of Massachusetts in Amherst. Participants in University of Massachusetts studies must understand the purpose and process of the study in order to give their consent to participate.

I understand that the purpose of the study is to gather information from people closely involved with the creation, administration, and instruction of World Languages curricula in Massachusetts schools. The study will give educators who are redesigning curricula the opportunity to express their views about Massachusetts World Languages programming and reform. I understand that my responses may be used for doctoral research but also may be used for educational purposes such as in classes, conferences, or written articles.

I will participate in an interview of one to two hours that will be taped and transcribed and/or complete a simple survey for use in the project. I will be able to check taped excerpts for accuracy. I may use my own name or a pseudonym in final written materials for identity protection. I will have no claims either financial or medical against the University of Massachusetts for my participation in the project.

I will be able to freely and at any time ask questions about the study, its process, or how information will be used. I can freely withdraw my consent and discontinue participation at any time without prejudicial judgment.

I, _____ have read the above statement carefully and consent to participate as outlined above.

Signature of Participant/Date:

_____

I, _____ have read this statement carefully, and give my permission for _____ to participate as an interviewee under the above conditions.

Signature of Parent or Guardian/Date:

_____

Signature of Interviewer/Date:_____

APPENDIX C

WORLD (FOREIGN) LANGUAGES SURVEY INSTRUMENT

Directions: Please complete the following questions with the most recent data available for your system.

1. When do students begin the study of World Languages?

_____

_____

2. Is there currently a World Languages requirement for high school graduation?

_____

3. How is the World Languages program organized and articulated?

_____

_____

_____

_____

_____

_____

4. Indicate the number of students currently enrolled in the World Languages Program per Language and grade level.

Grades preK-4 LANGUAGE		Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12
CHINESE									
FRENCH									
GERMAN									
TALIAN									
JAPANESE									
LATIN									
POLISH									
PORTUGUESE									
RUSSIAN									
SPANISH									
OTHER									

5. Total number of students in district: _____

6. What methods do practitioners use to make language comprehensible for learners?

_____
_____
_____
_____
_____
_____

7. What materials do teachers use in the classroom with the new curriculum?

_____
_____
_____
_____
_____
_____

8. What special connections exist between World Languages classes and Bilingual/English as a Second Language Programs? If none exist, please explain.

_____
_____
_____
_____
_____
_____

9. What interdisciplinary connections do World Languages programs and other academic programs have?

_____
_____
_____
_____
_____
_____

10. Indicate and briefly explain other features of the World Languages curriculum:

_____ Use of technology
_____ Travel
_____ Cultural exchanges
_____ Advanced language classes
_____ Teaching of critical languages
_____ College partnerships
_____ Summer programs
_____ Foreign language celebrations
_____ Cocurricular groups
_____ Magnet schools
_____ Pilot programs
_____ Other:

_____
_____
_____
_____

11. Does the language program benefit from inclusion of native speakers in the World Languages classroom? If so, how?

_____
_____
_____
_____
_____
_____
_____

12. Does the World Languages program provide challenges for native language speakers? If so, how?

_____
_____
_____
_____
_____
_____
_____
_____

13. Indicate all supervisory levels of local World Languages programming:

_____ Superintendent
_____ World Languages District Supervisor
_____ Principal
_____ Individual School Chairperson
_____ World Languages Teacher
_____ Other:

_____
_____
_____
_____
_____
_____

14. What role do administrators have in the operation of the World Languages program?

_____
_____
_____
_____
_____
_____

15. Are guidance services involved with the World Languages program? If not, why not?

_____
_____
_____
_____
_____

16. How are staff recruited and selected for the World Languages program?

_____
_____
_____
_____
_____
_____
_____
_____

17. How many members of the general school staff speak a second language? What language do they speak and how is it used in their teaching?

_____
_____
_____
_____
_____
_____
_____
_____

18. What is the average per pupil yearly expenditure for the World Languages program? (In the past 2-3 years):

Elementary: _____
Middle/Jr. High _____
High _____

19. Does the local district's curriculum reflect the goals and standards of the National Standards in Foreign Language Education and Massachusetts' World Languages Frameworks? If so, how? If not, why not?

_____
_____
_____
_____
_____
_____
_____
_____

20. Does the local World Languages program foster community and parent involvement in the schools? If so, how? If not, why not?

_____
_____
_____
_____
_____
_____
_____
_____

21. Do schools inform the public and increase the support for World Languages? Why or why not? If so, what methods do they use?

22. Has professional development helped World Languages teachers implement new curriculum? If not, why not? If so, how?

OPTION/ACTIVITY	PROVIDER	CONTENT/PROFESSIONAL SKILLS	BENEFIT

23. What difficulties are schools having as they implement new World Languages curriculum?

APPENDIX D

INTERVIEW GUIDE

The questions below provide a framework for interviews. The topics for discussion are a guide rather than a rigid interview plan and additional questions related to the topic of study may be generated during the interviews that supplement those listed. A flexible approach to the interview may uncover unexpected and beneficial information. The questions are intended to elaborate on surveys and prompt responses that describe demographics, educational methodology, and opinions.

1. Could you describe your current World Languages program?

2. How has the local World Languages program changed in order to integrate the goals of the state World Languages framework?

3. Are you making or planning curriculum changes? If so, what? Did you establish a committee structure? Who was included?

4. What role do principals, elementary teachers, and others play?

5. What positive and negative reactions has your system had to the World Languages frameworks?

6. When reacting to the World Languages frameworks, are any particular materials, books, consultants, or other materials helpful?

7. Are teachers receiving training to work with the language frameworks? If so, what? How has it been helpful?

8. Have there been any effects from your implementation of the World Languages frameworks?

9. Have you involved all members of the educational community in any proposed changes? If so, who? What has been the result of their participation?

10. Are other academic areas involved in the World Languages program? How? If not, what are the obstacles preventing involvement?

11. What type of professional development have you used to better implement proposed changes?

12. How have you financed any proposed changes?

13. What can other cities and towns learn from your implementation of the language frameworks?

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